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ABSTRACT

The career exploration program for grades 9 through 10, as part of a comprehensive K through 10 career development program, attempts to develop an awareness of and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. The document, a collection of materials consisting of student learning experience packets, worksheets, instructional materials, sample forms and a resource list, is designed to introduce the students to careers in health and medicine. The introduction provides an overview of the career area, the educational strategies of the course, a suggested cover letter for health career day application, forms for exploration trips, and a suggested time table. The activities are organized into objectives, procedures, and resources, and cover the areas of: (1) medical records (admittance clerk, medical records technician, medical transcriber, medical record administrator), (2) patient care (nurses aide and orderly, L.P.N., and R.N., physician), (3) laboratory services ( medical technologist, medical laboratory technician, x-ray technologist), (4) pharmacy (pharmacist, hospital pharmacy technician), (5) supplementary activity units for physician, nurse and pharmacist, and (6) a model for student-designed activity. Teaching strategies include role playing, simulation, field trips, films, and career information activities. The appendix contains self-analysis tools, supplementary materials, and resources. (JB)

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# CAREER EXPLORATION 9 - 10

EXPLORING CAREERS

IN

HEALTH AND MEDICINE

REVISED EDITION
1973

CE003959

CAREER DEVELOPMENT K - 10

CINCINNATI PUBLIC SCHOOLS

2

ED106587

# CAREER EXPLORATION

# CINCINNATI PUBLIC SCHOOLS

## GRADES 9-10

# EXPLORING CAREERS

# IN

# HEALTH AND MEDICINE

Revised Edition

1973

## CAREER DEVELOPMENT

The Career Development Program responds to the needs of students, taxpayers, and employers for the public schools to provide personal, social, and economic relevance in the educational process. It is an integral part of the educational process essential to the development of all students.

The Career Development components, which are Career Motivation (K-6), Career Orientation (7-8) and Career Exploration (9-10), develop an awareness and appreciation for work, extend knowledge of the variety of career opportunities, and provide experiences in career areas of individual interest. These goals are accomplished through a curriculum based on pupil activities involving simulation, role playing, and individual investigation. These activities require that administrators and teachers develop a new level of working relationships with community resources such as public institutions, business, labor, and industry.

Every individual's right to learn what he or she needs in order to be a producing, participating member of society is a fundamental responsibility of education. Each individual also has a right to self-fulfillment. Career Development, presented as inseparable elements inherent within every level and subject area of the school curriculum, provides each student with the skills and insights to recognize and pursue goals of personal significance. As a result of this program students will increase their abilities to make well-informed and experience-based decisions related to their personal life, school program, and career selection.

Donald R. Waldrip

Donald R. Waldrip, Superintendent
Cincinnati Public Schools

## CAREER EXPLORATION

Career Exploration is the 9th and 10th grade component of the Career Development Program. Its primary goal is to provide career areas chosen by the student. Focus is on the student's perception of himself or herself in relation to the real world of career opportunities. Emphasis in on individualized and personalized activities and experiences.

The student chooses and studies a specific career area using skills and insights gained in earlier parts of the Career Development Program. Students explore occupations within the chosen area with particular attention to those most closely related to their own needs, interests, and abilities. They will experience some of the satisfactions, opportunities, limitations and frustrations peculiar to the various occupations.

Career Exploration is planned as the culmination of the Career Development Program. Successful exploratory experiences will enable the student to formulate and refine realistic and personally meaningful career goals. These experiences will also provide a basis for planning a course of studies in the 11th and 12th grades (and beyond) pursuing career goals.

Stanley A. Marsh

Stanley A. Marsh
Administrative Assistant to
the Superintendent

## FOREWORD

This manual is one of a series produced by the Cincinnati Public Schools as a part of a project designed to provide Career Exploration for students in grades 9 and 10.

It is designed to provide activities and information about the specific area of careers in Health and Medicine. It is expected to provide a more in-depth study than that presented in Career Orientation in grades 7 and 8.

This is a tentative guide and has been developed for the purpose of field testing and revising based upon feedback from participating teachers.

This manual was developed by Merle Koenig and extensively revised by Betty Caveny, both Science teachers at Aiken High School. Jack Ford, an instructional consultant, conducted the curriculum development under the general supervision of Mr. Ralph E. Shauck, Coordinator of Instructional Services.

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# I. INTRODUCTION

A. Definition of Career Area

Health services is one of the nation's largest industries, employing more than 4 million people. Growth in this area is expected to outrun employment in most other industries, with the predicted number of 6 1/2 million workers by 1980. There are hundreds of professional as well as allied health careers, and each requires a different combination or amount of skill, abilities and interest.

Professional training is long, difficult and expensive; only 11 out of every hundred health workers are within this category. The many allied health careers offer comparable satisfactions, challenges and opportunities.

B. Course Objectives

1. To expose students to an overview of health career opportunities and employment requirements in the United States generally and Cincinnati specifically.

2. To provide each student with resources to explore in a variety of ways a career or careers compatible with his or her unique interests and abilities.

3. To develop the concept of continuing self-analysis weighed against analysis of differing environments for making decisions concerning life goals.

4. To help students develop a model for future use in exploring careers.

5. To stimulate involvement to the point of informed commitment OR rejection of specific career goals.

6. To help students develop acceptable standards of behavior such as desirable personality, emotional control, dependability, responsibility and loyalty.

C. Course Strategy

It is the intent of this guide to introduce students to the broad occupational opportunities within various divisions of this area of interest; medical records, patient care, laboratory services, pharmacy, dietetics, therapy, research and health education. It is designed for adaptation to independent exploration as well as to conventional classroom use.

The first week or two needs to be directed toward equipping the student with tools for conducting his or her exploration. It is extremely important to examine the nature and location of resources.

The Introductory Activity unit has exercises for getting an overview of the field, for analyzing individual interests, skills and abilities and for making choices concerning careers to explore.

It may be necessary to impress students with the importance of accepting individual responsibility for progressing in the exploration if he or she is to experience maximum benefit from pursuing his or her own interests.

Before the course begins, class sets of all activity units should be duplicated by the teacher for examination by the students. Before specific individual choices are made films should be ordered, as they are the first experience in each unit. Materials should be ordered as much in advance as possible, assembled, placed to provide easy access for students when they individually will need them.

2. Procedures

Activity Units I - V are arranged according to departments i.e.. Medical Records, Patient Care, Laboratory Services and Pharmacy. More can be generated based on the model in Unit 6.

When the introductory activity unit is completed, each student will choose another unit covering careers within one of the departments or from this point, they proceed in departmental groups, later individually. The first exercise in each involves viewing a film. While the exercises need not be completed in the order given, it is desirable to have the films as near the beginning as possible. It is recommended that the 5 or 6 days following the introduction be devoted to films.

Each of the units covers the department first, then individual careers within the departments. Each culminates in a simulation role. The final excercise is the planning of a program for pursuing the career.

The hospital - clinic simulation is perhaps the most critical point in the exploratory process. It requires a high degree of student involvement. Ideally, the involvement will be such that the simulation will go on for 2 weeks or even longer. Periodic discussions are an integral part of the simulation experience. Thoughtful preparation for moderating them will enhance immeasurably the impact on the student.

The simulation is of a small hospital-clinic. The students are alternately patients and staff. The roles illuminate the interdependence of health team members. Preparation for the rates increases in difficulty according to level of pre-career education required. That is, nurses aid, orderly, admissions clerk and dietician aid will need little preparation; technicians more; nurses, pharmacicist, dietician, medical technicians and physician most. The students will have to organize many things themselves, although a few suggestions for forms are included. While the "professionals" and "para-professionals" are learning enough to play their roles, the supporting personnel will be getting things together, often consulting with the professionals and the teacher.

Following the simulation, students may be interested enough to design a program for entering one of the careers. Others may want to explore another area.

For those students who haven't the stimulation to continue beyond the simulation, the Life Career Game (B-1) should be considered. Any number can play. It takes up to 2 weeks to complete. Behavioral responses elicited are most appropriate to career education. THIS GAME IS AVAILABLE THROUGH THE SCHOOL LIBRARY OR AVAILABLE BY LOAN FROM OTHER SCHOOLS IN THE PROJECT.

Films B-7, B-8, B-9 and D-1 are all excellent "motivators", rich in human interest, and well received by students. They can be used anytime during the course.

3. Evaluation

Evaluation of the student's development in awareness of self in relation to career opportunities can best be measured by adminstering similar tests at the beginning and at the end of the course. Testing methods will of course vary with the teacher, but answers to the following questions should be sought:

1. What do I need to know about myself to choose a career?
2. What do I need to know about the career?
3. How do I find the answers? Who can I ask? Where can I look?
4. Which career(s) do I want to explore?
5. Why do I think I would be successful?
6. What must I do now to pursue that career goal?

The last exploration activity in this course will ask each student to participate in a "Self Evaluation of Career Maturity" and will provide each student an opportunity to analyze and discuss their career-related experiences.

4. Exploration Trips

An integral part of the career exploration process is exposure to people on the job. There are inherent difficulties in planning such experiences for large numbers of students. The cooperation of local facilities depends entirely on the manner in which such trips are planned and executed. A committee of health care administrave personnel through the Health Careers Association of Greater Cincinnati (HCA) has designed a two-part program to satisfy student exploration needs as outlined below:

a. Student Health Career Days

Several area hospitals are offering up to 17 different 4 hour sessions covering a variety of career opportunities. Designated numbers of students are accepted for each session. Dates may or may not coincide with the quarter in which the course is taught. Attempts will be made to match every student with a first choice. In return, the student assumes absolute responsibility for attending or cancelling far enough in advance that another student can accept an assignment.

Application forms will be available in each school in September. These are passed to students whose names appear on class lists for every quarter Health Careers is taught. If returned immediately to HCA, assignments can be made on the first choice basis and cards with dates returned to the schools. The Transportation Office (Jerry Couzins) will arrange for transportation. Students in the careers courses will attend sessions on regular school days; others on holidays.

b. On-site tour

The entire class visits a facility. Opportunity is given for small groups as individuals to interview personnel in specific careers. These tours should not be scheduled before the 7th or 8th week of the course. All arrangements must be made through Mrs. Edna Caywood, executive director of HCA, phone 721-2915. Suggested forms to cover all contingencies are on the following pages. To recap:

September: Get class lists and applications
Send to all assigned students
Return to HCA
Distribute assignments

Anytime during year: Arrange transportation for each student

During course: Arrange <u>through HCA</u> class trips

Suggested Cover Letter for Health Career Day Application

Name _____

H.R. _____ Date _____

You are scheduled to take Health Careers _____ quarter. An important requirement for that course is an exploration trip. These are being arranged according to student interest. The attached application will help us arrange a trip especially for you. Please return by 3 P.M. today to _____, Teacher Room _____.

You will be notified later concerning the date of the trip.

Student Health Career Day

Name _____ Date _____

H.R. _____

You are scheduled to attend the Student Health Career Day session at _____ (Location) from _____ (Time) to _____ (Time) on _____ (Date).

A _____ will transport you both ways. Also attending will be _____, _____, and _____. You will meet in the school main office at _____ (Time). Attached is a data sheet which may help you in asking questions of the personnel you will be interviewing. Look it over, change anything necessary to help YOU get the most from the trip. A report is due not later than Friday at 3 P.M.

Please complete the Permission Form and return to _____ (Teacher) prior to the above date.

If for any reason you cannot attend this session, notify me immediately.

Teacher _____

H.R. _____

CAREER EXPLORATION TRIP PERMISSION FORM

You are schedule for _____ (Career Course Title) which meets 1-2-3-4 quarter. Exploration trips will be scheduled throughout the year regardless of whether the course is in session.

A trip has been schedule for _____ (Date) to _____ (Name of Company) Please have this form signed and return to _____ (Teacher's Name) _____ (Room) before _____ (Date).

My son/daughter _____ has my permission to visit _____ on _____ with the Career Exploration Course _____. The group will return to school upon completion of the tour. There will be about six students in each group.

_____
Parent/Guardian Signature

_____
Date

The following teachers have been informed of my absence from class. (Teachers' signatures required.)

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Data Sheet for Exploration Trip
Interview at least 3 people

| | | | |
|---|---|---|---|
| Job Titles | | | |
| Job Duties | | | |
| Hours worked | | | |
| Experience: | | | |
| Title of Supervisor | | | |
| People Contact: | | | |
| License or diploma? | | | |
| Most important fringe benefit | | | |
| Recent changes affecting employment | | | |
| Chances for advancement | | | |
| Most satisfying part of job | | | |
| Bad aspects of the job | | | |
| How keep up with changes? Education paid for? | | | |

D Suggested Time Table

Introduction - 10 days

Exploring of Departmental Functions - 4 days

Exploring Individual Roles within the department for Group Simulation - 8 days

Simulation and Discussion - 10 days

Exploring Alternative Careers, Career Planning, or Life Career Game - 10 days

Summarizing and Evaluating - 3 days

## II. Career Exploration Activities

### A. Where to Begin --

1. Resources essential to pupil activities: Many resources listed on the following pupil activity sheets must be made available in the classroom before the students can begin the activities noted. These essential resources are specified IN WORDS on each exploration activity worksheet. THEY MUST BE OBTAINED BY THE TEACHER IN ADVANCE OF THE CLASS MEETING.

   Examples:

   a. Films

      If . . . the worksheet reads:

| | RESOURCES |
|---|---|
| | Film: Code Blue (C-7) |

      Then . . . The teacher must look in Appendix C, Item 7 for catalog information so that this film can be ordered in time for this activity.

   b. Material to be duplicated by the teacher for use in class.

      If . . . the worksheet reads:

| | RESOURCES |
|---|---|
| | See Analysis Quiz (B-4,5,6) |

      Then . . . The teacher must duplicate a class set of this item which is found in Appendix B as items 4, 5, and 6. Duplication can be achieved by Xeroxing, generating a ditto master via photocopying with IBM 107 and Thermofax or retyping onto a ditto master.

2. Optional resources to be used for enrichment, supplements and student or teacher reference are described only in the Appendix.

   If . . . the worksheet reads:

| | RESOURCES |
|---|---|
| | C-8 |

   Then . . . This indicates that for this activity there is a potentially useful reference described in Appendix C, Item 8. This reference item is not essential to the completion of the student activity.

## Introductory Activity

Educational Objective

1. To introduce the scope and nature of career opportunities in the field of health care and medicine.

2. To make students aware of factors involved in choosing a career goal. To develop this awareness through self-analysis and job-analysis experiences.

3. Become familiar with the Dictionary of Occupational Titles. The students will be using it frequently. There are 3 volumes; volume II will be the most used, if students are adequately informed as to its uses.

EXPLORATION ACTIVITY (INTRODUCTORY)

Use of the D.O.T. (Dictionary of Occupational Titles) Number:

The D.O.T. lists 35,550 jobs with a code number for each. The last three digits of this code refer to the relationship of that job to data, people and things. This exploration activity provides the students some experience in using this information to identify jobs which match their interests.

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|---|---|
| The student will be able to:<br><br>Compare their knowledge about the data, people, things content of jobs to factual information listed in the D.O.T. for five jobs of personal interest. | The teacher will conduct a classroom discussion on the D.O.T. code number in identifying the data, people, things orientation of jobs. (See the attached page for examples.)<br><br>Following this discussion each student is to complete the "D.O.T. Worksheet" which compares the student's estimate of the data, people, things job content to that listed in the D.O.T. | Dictionary of Occupational Titles, Volumes I and II<br><br>Make a class set of "Examples of D.O.T. Code Usage."<br><br>Make a class set of the "D.O.T. Worksheet" |

D.O.T. WORKSHEET

STEP 1. In table I at the bottom of this page, write the names of five jobs which are interesting to you.

STEP 2. Use the handout sheet titled "Examples of D.O.T. Code Usage" and make an estimate of the correct code to describe this job. Record this estimate in Table I.

STEP 3. Use Volume I or II of the D.O.T. and look up the D.O.T. code designation for each job. Compare these designations to your estimate.

TABLE I

| | NAME OF JOB | STUDENT'S ESTIMATE OF THE CORRECT CODE | D.O.T. CODE DESIGNATION |
|---|---|---|---|
| 1. | _____ | XXX._ _ _ | _____ |
| 2. | _____ | XXX._ _ _ | _____ |
| 3. | _____ | XXX._ _ _ | _____ |
| 4. | _____ | XXX._ _ _ | _____ |
| 5. | _____ | XXX._ _ _ | _____ |

## EXAMPLES OF D.O.T. CODE USAGE

| JOB TITLE | D.O.T. CODE | D.O.T. CODE MEANING |
|---|---|---|
| High School Teacher | 091.228 | |
| | | (Things) 8 - No significant relationship |
| | | (People) 2 - Instructing |
| | | (Data) 2 - Coordinating |
| Waitress | 311.878 | |
| | | (Things) 8 - No significant relationship |
| | | (People) 7 - Serving |
| | | (Data) 8 - No significant relationship |
| Stock Clerk | 223.387 | |
| | | (Things) 7 - Handling Things |
| | | (People) 8 - No significant relationship |
| | | (Data) 3 - Compiling |
| Auto Mechanic | 620.281 | |
| | | (Things) 1 - Precision working |
| | | (People) 8 - No significant relationship |
| | | (Data) 2 - Analyzing data |

### DATA (4th digit)

0 Synthesizing
1 Coordinating
2 Analyzing
3 Compiling
4 Computing
5 Copying
6 Comparing
7 No significant relationship
8

### PEOPLE (5th digit)

0 Mentoring (Counseling)
1 Negotiating
2 Instructing
3 Supervising
4 Diverting
5 Persuading
6 Speaking-Signaling
7 Serving
8 No significant relationship

### THINGS (6th digit)

0 Setting-Up
1 Precision Working
2 Operating-Controlling
3 Driving-Operating
4 Manipulating
5 Tending
6 Feeding-Offbearing
7 Handling
8 No significant relationship

For a definition of the above see pages 649 and 650 in Appendix A of the Dictionary of Occupational Titles Volume II.

Introductory Activity

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|---|---|
| Students will be able to: identify 25 or more career opportunities in health care and medicine and choose one for in-depth exploration.<br><br>Analyze factors involved in choosing a career. | 1. See film "Horizons Unlimited"<br><br>In your notebook<br><br>a. list the careers portrayed in film and the job duties of each.<br><br>b. list careers in health and medicine not portrayed in film and the job duties.<br><br>2. Listen to speaker from Health Careers Association.<br><br>3. See film "Counter Attack"<br><br>4. Participate in a classroom discussion about the careers which interest you. For example:<br><br>Why does it interest you?<br>How could you get into the field?<br>Would you succeed?<br>How do you know?<br>Can you know or be reasonably sure?<br>How could you go about finding out?<br>Are any special qualities necessary to succeed in any health career?<br><br>5. Handout and discuss a "Job Performance Rating Sheet" which will be administered and discussed as part of the last exploration activity in this course. | Class sets of Introductory Activity Unit.<br><br>Film "Horizons Unlimited" (C-1, A-1)<br><br>Notebook or folder paper, pen or pencil<br><br>Personal knowledge<br><br>Speaker from Health Careers Association (C-6)<br><br>Films "Counter Attack" (C-1, 6 - 5)<br><br>Teacher, fellow students, your participation<br><br>Class set of "Job Performance Rating Sheet" (attached) |

INTRODUCTION TO COURSE

EXPLORATION ACTIVITY (INTRODUCTORY)

(2 day)

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|---|---|
| Students will be able to:<br><br>1. Discuss critically the objectives of the course.<br><br>2. Question people's attitude at work under various conditions as illustrated in a film.<br><br>3. Form a general understanding of the course outline and procedure.<br><br>4. Form some basic conclusions through the "self-analysis quiz."<br><br>5. List and discuss at least 4 important factors of good on-the-job performance.<br><br>6. Describe a wide variety of skills needed for specific jobs in this occupational area. | 1. The student will be informed of the purpose of this course, what is hoped to be accomplished, and will be led into a discussion of activities involved in Career Exploration.<br><br>2. The student will defend or reject by role playing the position of maintaining good personal appearance, attitude and conduct on the job.<br><br>3. Explain to students the relation of the course and the "Self-Analysis Quiz" to their career selection. Students will participate in this self-analysis quiz.<br><br>4. Hand out and discuss a "Job-Performance Rating Sheet" which will be administered and discussed as part of the last exploration activity in this course. | Class set of "Self-Analysis Quiz" (attached)<br><br>Class set of "Job Performance Rating Sheet" (attached)<br><br>"What Do We Look Like To Others" 16 mm film, 10 min., Sardler Instructional Films, Inc. Board of Education. |

JOB PERFORMANCE RATING SHEET

NAME: _____ DATE: _____

DEPT. _____ OPERATION: _____

| | EXCELLENT | GOOD | FAIR | POOR |
|---|---|---|---|---|
| Attendance & Punctuality | | | | |
| Quality of work | | | | |
| Production | | | | |
| Initiative | | | | |
| Cooperation with instructor | | | | |
| Cooperation with other students | | | | |
| Interest in job | | | | |
| Meets industrial quality standards | | | | |

If the student rates "poor" on any factor

or

If the student rates "fair" on more than three factors:

Discuss with the student the areas in which he or she will need to improve, before he can attain success in his chosen field.

Remarks: _____

_____

_____

Introductory Activity

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|---|---|
| Construct a self-profile for use in exploring careers.<br><br>List the kinds of information available in career counseling.<br><br>Formulate questions to pose when interviewing people in a career for which there is no literature available.<br><br>Identify careers in which there is great demand for blacks.<br><br>Identify careers opportunities in the same field of interest but requiring differing amounts of training.<br><br>Recognize probable preparation period by job title.<br><br>List interests and aptitudes of a technician. | 4. Take a self-analysis quiz or questionnaire. Be sure you understand every item before you start marking.<br><br>5. Study Qualifications Profile (next page) On a 3 x 5 card construct your own self-profile from the analysis. Discuss uses of profile with those on p. 413, 375, 477, 475<br><br>6. Using any one of your job titles explore the literature available in the room to find what kinds of data each one has. Don't worry about specific details, just kinds of things, so you can add items to the following list:<br>1. Description of job<br>2. Personal Qualities<br>3.<br>4.<br>5.<br>etc.<br><br>7. See Film "Code Blue"<br>Be ready to discuss how awareness of self and job are portrayed in film.<br><br>8. Start a bulletin board of "News about Health and Medicine".<br><br>For notebook:<br><br>9. Using list of Educational Requirement compose 4 lists according to the following categories:<br>a. High School only<br>b. 3 months to 2 years<br>c. 4 years<br>d. more than 4 years<br>Leave ample space to add to this list as you discover new opportunities in each category. | Class sets of Self-analysis quiz or questionnaire (A-1 or (A-2)<br><br>Self-Profile Form (C-7)<br><br>Volume II D. O. T. (C-2)<br><br>Zerox copies of 413, 375, 477, 475, Volume II D.O.T.<br><br>Directions for using D.O.T. (page_____)<br><br>All book and pamphlets (C-2)<br><br>Film "Code Blue" Modern talking pictures. (C-1, 6-6)<br><br>Teacher as discussion leader and consultant<br><br>Film " Is a Career as a Technician for you?" (C-1, a-5)<br><br>Film "History of Operating Room D" (C-1, 6-7)<br><br>Class sets of Activity Units 1-6 (pp. _____ _____) |

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|---|---|
| | 10. Discuss words: professional technologist, technician, assistant, aide. Write definitions in a Vocabulary to be added to as needed.<br><br>11. See Film:<br>"Is a Career as a Technician for you?"<br><br>Take quiz presented in film.<br><br>Keep in your notebook.<br><br>12. See "Operating Room D". Discuss historical development of health care.<br><br>13. Choose one career area from Activity Packets 2-7 to explore individually and in-depth.<br><br>Take time selecting! You must finish one before you choose another. When you have made your selection, notify teacher. | |

Example of a Qualifications Profile

High School Education (Secondary Teacher) 091.228
page 341 volume II

| | | | | |
|---|---|---|---|---|
| GED | 4 | 5 | 6 | |
| SVP | 7 | 8 | 9 | |
| Apt. | GVN | SPQ | KFM | EC |
| | 111 | 333 | 333 | 44 |
| | 222 | 444 | 444 | 55 |
| | | | | 3 |
| Interests: | 2 | 5 | 6 | |
| Temp. | 4 5 | 7 | 9 | 0 |
| Phys. Dem. | S L | 4 | 5 | |

Interpretation

GED (Grades in school) 4, 5, 6 means C+ to A

SVP(Special preparation) 7, 8, 9 means 4 years or more

Aptitudes: GVN (catches on quickly, reads, writes, does math well)
1, 2 means excellent
SPQ (3-D visualization, details graphs, charts, forms, lists)
3, 4 means average
KFM (muscle coordination, use of fingers, hands)
3,4 means average
EC (eye-hand-foot coordination; color coordination)
4,5 means average or below

Interests: 2 means business contact with people; 6 means communication of ideas, 5 means likes prestige, esteem of others

Temperament: 4 means supervise activities; 5 interact with people
7 influence people with ideas 0 evaluate information
judgmental criteria

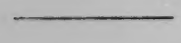
Physical Demands: S means sedentary L= light, 4 means Reaching, Handling, Fingering, 5 means talking and listening

Educational Requirement

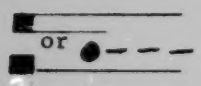
Key to Symbols:

High School only

on the job-training



years of training; may be college, hospital, technical school, or professional school after college.




Special training required but you have a choice. Each type of training taking a different number of years.

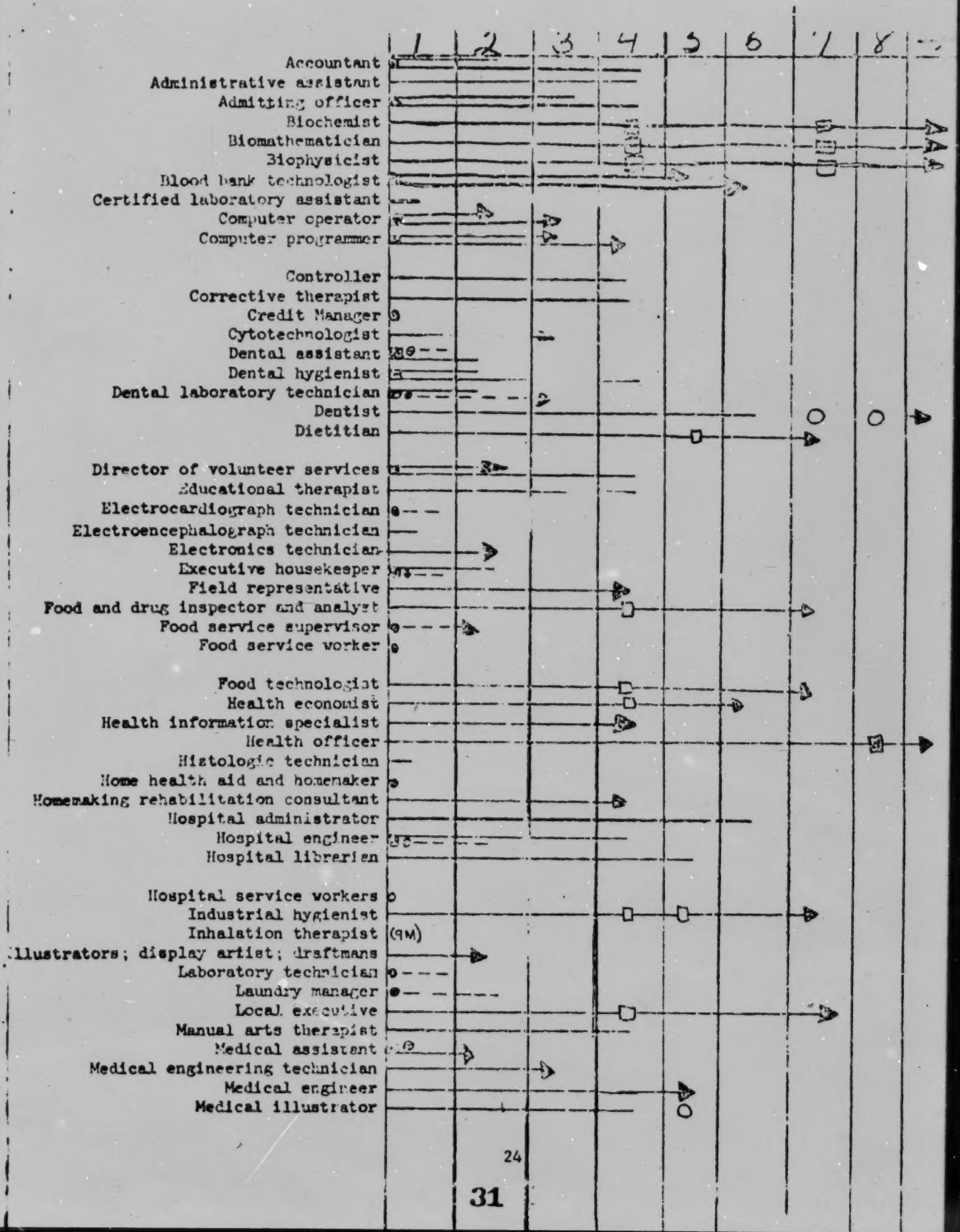
First symbol means beginner's job, but more training and experience needed for advancement.

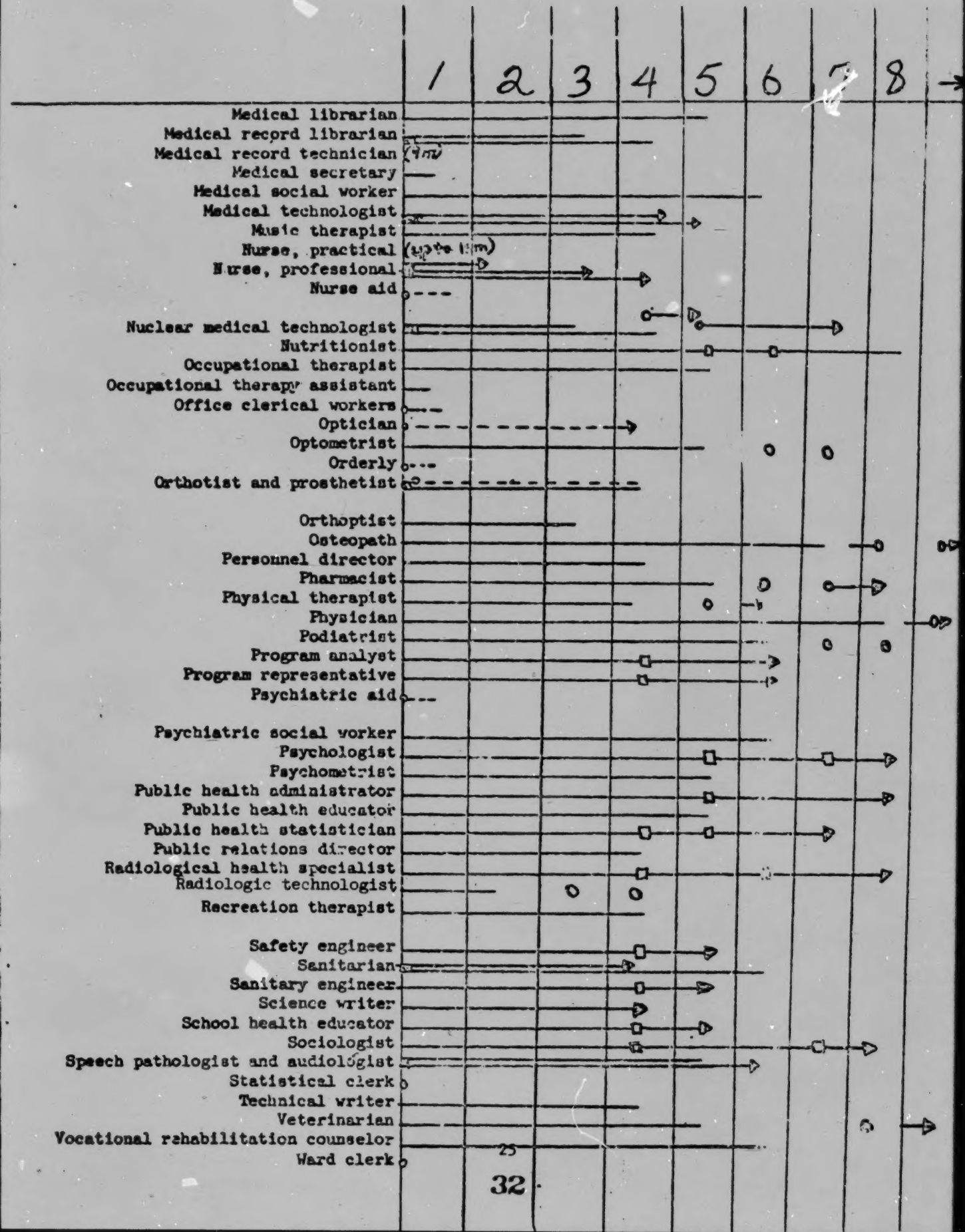
Your planning should look beyond minimum requirements; continuing study, after entering professional practice, is important to further advancement.

Though the line shows the minimum to qualify, more pre-professional years in college often lengthen the total training time, and opportunities for advancement

(9M)

Special course or on-the-job training is shown in numbers of months.


1
2
3
4
5
6
7
8
Accountant
Administrative assistant
Admitting officer
Biochemist
Biomathematician
Biophysicist
Blood bank technologist
Certified laboratory assistant
Computer operator
Computer programmer
Controller
Corrective therapist
Credit Manager
Cytotechnologist
Dental assistant
Dental hygienist
Dental laboratory technician
Dentist
Dietitian
Director of volunteer services
Educational therapist
Electrocardiograph technician
Electroencephalograph technician
Electronics technician
Executive housekeeper
Field representative
Food and drug inspector and analyst
Food service supervisor
Food service worker
Food technologist
Health economist
Health information specialist
Health officer
Histologic technician
Home health aid and homemaker
Homemaking rehabilitation consultant
Hospital administrator
Hospital engineer
Hospital librarian
Hospital service workers
Industrial hygienist
Inhalation therapist
Illustrators; display artist; draftsmans
Laboratory technician
Laundry manager
Local executive
Manual arts therapist
Medical assistant
Medical engineering technician
Medical engineer
Medical illustrator


1
2
3
4
5
6
7
8
Medical librarian
Medical record librarian
Medical record technician
Medical secretary
Medical social worker
Medical technologist
Music therapist
Nurse, practical
Nurse, professional
Nurse aid
Nuclear medical technologist
Nutritionist
Occupational therapist
Occupational therapy assistant
Office clerical workers
Optician
Optometrist
Orderly
Orthotist and prosthetist
Orthoptist
Osteopath
Personnel director
Pharmacist
Physical therapist
Physician
Podiatrist
Program analyst
Program representative
Psychiatric aid
Psychiatric social worker
Psychologist
Psychometrist
Public health administrator
Public health educator
Public health statistician
Public relations director
Radiological health specialist
Radiologic technologist
Recreation therapist
Safety engineer
Sanitarian
Sanitary engineer
Science writer
School health educator
Sociologist
Speech pathologist and audiologist
Statistical clerk
Technical writer
Veterinarian
Vocational rehabilitation counselor
Ward clerk

## ACTIVITY UNIT I -- MEDICAL RECORDS

| | | |
|---|---|---|
| A. | Admittance Clerk | 237-368 |
| B. | Medical Records Technician | 249-388 |
| C. | Medical Transcriber | 208-588 p35 |
| D. | Medical Records Administrator | 100.388 |

Educational Objectives:

To learn about careers involved in maintaining medical records libraries: job duties, work skills, personal qualities, educational requirements and sources, employment opportunities, chances for advancement, outlook for the future.

To provide opportunities for student involvement in actual job performance.

A. Hospital Admittance Clerk 237-368

Interviews incoming patients, records information required for admission, and assigns patient to room; obtains and records name, address, age, religion, persons to notify in case of emergency, attending physician, and individual or insurance company responsible for payment of bill. Explains hospital regulations-visiting hours, payment of accounts, schedule of charges. Assigns patient to room or ward and escorts patient or arranges for escort. Types admitting records and routes to designated departments. Obtains signed statement from patient to protect hospitals interests. May compile data for occupancy and census records. May store patients valuables. May receive payments on account.

B. Medical Records Technician 249.388

Classifies medical records of hospital patients and compiles statistics for use in reports and surveys. Keeps daily statistical record of information, such as admissions, discharges, deaths, births, and types of treatment rendered, using records, such as admission and discharge slips and medical charts.

C. Medical-Record Librarian 100.388

Compiles and maintains medical records of hospital and clinic patients. Reviews clinical records for completeness and contacts medical personnel to obtain missing data. Codes, indexes, and files records of diagnoses, diseases, and treatments. Compiles statistics such as reports on admissions, births, deaths,transfers, and discharges. Releases medical

information to staff and authorized governmental agencies, insurance companies, physicians, hospitals, and medical information and research centers. May brief and transcribe records. May testify in court to authenticate medical records. May be registered with American Association of Medical Record Librarians.

D. Medical Transcriber D.O.T. Transcribing-Machine Operator 208.588

Transcribes medical reports on diagnostic workups, therapeutic procedures, and clinical resumes for inclusion in medical records and for transmission to physicians or other medical care facilities, using transcribing machine and typewriter: Follows prescribed procedures for use of various forms. Responsible for verifying the accuracy of the dictator. Other related duties as assigned.

High School graduation with business courses that include typing, business English, and office procedures; or completion of an approved vocational training program for medical transcribers. On-the-job training in medical terminology, anatomy, and use of reference materials.

No formal line of promotion.

E. Medical Records Administrator 100.388
(Medical Record Librarian)

Compiles and maintains medical records of hospital and clinic patients; Reviews clinical records for completeness and contacts medical personnel to obtain missing data. Codes, indexes, and files records of diagnoses, diseases, and treatments. Compiles statistics, such as reports on admissions, births, deaths, transfers, and discharges. Releases medical information to staff and authorized governmental agencies, insurance companies, physicians, hospitals, and medical information and research centers. May brief and transcribe records. May be registered with American Association of Medical Record Librarians.

Activity Unit I - Medical Records Administration

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|---|---|
| Students will be able to:<br><br>Describe the function of a medical records library, identifying at least 10 relationships of medical records personnel to patient data. | Look at exercise 5 in this unit before you begin. Read each exercise completely before you do it. Make sure you know location of Resources.<br><br>1. See film "Health Careers #3" and Careers in Medical Records Administration"<br><br>List job duties of each person in the medical record library.<br><br>Title:<br>_____ _____ _____ _____<br><br>Duties:<br>_____ _____ _____ _____<br>_____ _____ _____ _____<br>_____ _____ _____ _____<br><br>What persons outside the library needed the information? | Film: Health Careers #3(C-1,a-3)<br>and<br>"Careers in Medical Records Administration" (C-1,c-2)<br><br>record player<br>or<br>tape player<br><br>Film-strip projector<br>Movie projector |
| Analyze and identify at least 5 important personal qualities contributing to success for each position in this medical career field.<br><br>Relate job duties to work skills required for each position in the department.<br><br>Recognize educational requirements, sources and costs for each position. | 2a. Read: Career Opportunities-Health Technician (Medical Records Technician and 255-377.)<br>Health Careers Guidebook (p.158-159)<br>Horizons Unlimited (p.106-108)<br>Concise Handbook of Occupations<br>Encyclopedia of Careers and Vocational Guidance<br>Occupational Outlook Quarterly<br>Career Pamphlets<br><br>b. If additional information is needed, someone in the group write to: American Association of Medical Records Librarians, 211 E. Chicago Avenue, Chicago, Ill., 60611 | All literature in C-2 |

Activity Unit I - Medical Records Administration

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|---|---|
| Design individualized program to point of job entry. | c. Call local hospital personnel departments to determine: Minimum/maximum salaries prerequisites. Number of job openings per year. | Worker Trait Profile<br>Career Analysis C-7<br>Career Profile |
| | d. Write a report (with bibliography) or make a chart (with references) giving pertinent information about these careers. Use Career profile | D.O.T. Volume II (C-2) |
| | 3. Compare your personal profile with those in Worker Trait Groups of D.O.T., Vol. II | |
| | 4. Visit a medical records library and interview personnel. | Field exploration data sheet (p._____) |
| Synthesize and translate learning into concrete behavior through job simulation. | 5. When you are finished with all the activities prepare for the simulation.<br>Scenario:<br>A small hospital clinic. Students alternate as patients and staff. Persons studying this unit will design and operate a medical records library to process patient records.<br>Admittance Clark: Admit patient in triplicate, notify nurse aid or orderly, doctor and nurse.<br>M.R. Technician: collect lab reports and file them, etc.<br>M.R. Librarian: Supervise staff. | Typewriter<br>Admittance Forms<br>Carbon paper<br>Manila Folders<br>Stick-on labels<br>Paper clips |
| Predict job satisfaction | 6. For the career in medical records which interests you most, plan (with dates) a program which would qualify you for a position. Include expenses and how to meet them. For information about scholarships, make an appointment with career counselor. | |

## Hospital Admission Form

Date _____ Time _____ Room #_____

Patient's Name _____

Address _____ Telephone _____

Date of birth _____ Age _____ M___F____ Height _____Weight _____

Religion _____

Name of nearest relative _____ Relationship_____

Address _____ Telephone _____

Employer _____ Ins. Co. _____

Blood Type _____ Allergies _____

Medication _____ Chronic disease _____

Admission diagnosis:

Physician in charge:

Charges:

Totals

Dates:

Room

Lab Tests

Miscellaneous

Total

How Paid

ACTIVITY UNIT II -- PATIENT CARE SERVICES

| | | |
|---|---|---|
| A. | Nurse Aid | 355.878 |
| B. | Hospital Orderly | 355.878 |
| C. | Licensed Practical Nurse | 354.878 |
| D. | Nurse, General Duty | 075.378 |
| E. | Physician, General Practitioner | 070.108 |

Educational Objective:

To help students learn about and experience careers involving direct patient care; the levels of responsibility, the job duties, educational preparation, opportunities for employment and advancement, and outlook for the future.

A. Nurse Aid 355-878

Assists in care of hospital patients, under direction of nursing and medical staff. Answers signal lights and bells to determine patient needs. Bathes, dresses and undresses patient. Serves and collects food trays and feeds patients requiring help. Transports patients to treatment units, using wheel chair or wheeled carriages, or assists them to walk. Drapes patients for examinations and treatments, and remains with patients, performing such duties as holding instruments and adjusting lights. Dusts and cleans patients room. Changes bed linens, runs errands, directs visitors and answers telephone. Takes and records temperature, pulse and respiration rates, food and liquid intake and output as directed. May apply compresses and hot water bottles. May clean, sterilize, store, prepare and issue dressing packs, treatment trays and other supplies. May prepare patients for delivery and clean delivery room. Weigh, bathe, dress and feed newborn babies.

Central Supply, Nursery, Surgery

B. Hospital Orderly 355-878

Duties in addition to nursing aide - Takes care of male patients:

Shaves, prepares for surgery
Give enemas
Places anesthesia near operating table
Sets up heavy equipment
Holds patient on table during anesthesia administration
Sets up fracture equipment
Helps put on casts and braces
Bathes deceased patients, takes to morgue
Administers catherigations or bladder irrigations
May accompany discharged mental patients home or to other institutions

C. Licensed Practical Nurse 079.378

Cares for ill, injured, convalescent, and handicapped persons in hospitals, clinics, private homes, sanitariums, and similar institutions. Takes and records temperature, blood pressure, and pulse and respiration rate. Dresses wounds, gives enemas, douches, alcohol rubs and massages. Applies compresses, ice bags, and hot water bottles. Observes patients and reports adverse reactions to physician or R.N. Administers specified medication, and notes time and amount on patients' charts. Assembles and uses such equipment as catheters, trachectomy tubes, and oxygen supplies. Performs routine laboratory work, such as urinalysis. Sterilizes equipment and supplies, using germicides, sterilizers, or autoclave. Prepares food trays and feeds patients. Records fluid intake and output. Bathes, dresses, and assists patients in walking and turning. Cleans rooms, makes beds and answers patients calls. Must pass State Boards and be licensed by State.

D. Nurse, General Duty 075.378

Renders general nursing care to patients in hospital, infirmary, sanitarium or similar institution. Administers prescribed medications and treatments in accordance with approved nursing techniques. Prepares equipment and aids physician during treatment and examinations of patients. Observes, records, and reports to supervisor or physician patient's condition and reaction to drugs, treatments, and significant incidents. Rotates among various clinical services as obstetrics, surgery, orthopedics, etc. May assist with operatins and deliveries by preparing rooms, instruments, equipment and supplies. May make beds, bathe and feed patients and assist in their rehabilitation. May serve as leader for group of personnel rendering nursing care to number of patients.

E. Physician (General Practitioner) 070.108

Attends to variety of medical cases in general practice. Examines patients, utilizing stethascope, sphymomanometer, and other instruments. Orders or executes various tests, analysis, and x-rays to provide information on patients' condition. Analyzes reports and findings of tests and of examination, and diagnoses condition. Administers or prescribes treatments and drugs. Inoculates and vaccinates patients to immunize them from communicable diseases. Promotes health by advising patients concerning diet, hygeine and methods for prevention of disease. Provides prenatal care to pregnant women, delivers babies, and provides postnatal care to mothers and infant. Makes house and emergency calls to attend patients unable to visit office or clinic. Reports births, deaths, and outbreak of contagious diseases to governmental authorities. May conduct physical examinations of insurance company applicants to determine health and risk.

Activity Unit II Patient Care Services

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|---|---|
| Students will be able to:<br><br>Recognize and appreciate "chain of command" in patient care services | 1. See Films: "Health Careers #1"<br>" " "I am a Doctor"<br><br>Discuss the reasons for having a team instead of just one person. Include considerations of historical development, demands on doctor, skills, and attitudes necessary to divide labor, improvement in patient care, etc. | Films: "Health Career" #(C-1,a-1)<br>"I am a Doctor" (C-1,c-4) |
| Identify personal qualities and job skills contributing to success at each level of responsibility. | 2. Visit a health care facility. Interview personnel and submit a report. | Field exploration Data sheet (p._____) |
| Discuss critically the concept of health team care; its advantages, problems, demands | 3. Read appropriate chapters in literature resources. Keep track of information about each career which would influence your making a choice: Skills, aptitudes, job duties, education (time and costs) salaries, job opportunities, future outlook. | |
| Compare self-analysis and job-analysis | 4. Listen to speaker. Ask and discuss questions on Career Analysis Sheet. Construct one chart incorporating data for each career. Compare with self-profile. Write a brief report justifying the choice and or rejection of a career for further exploration. Include chart and profile. | Speaker on Patient Care Services (C-6)<br>Career Analysis<br>Career Profile<br>Worker Trait Profile } (C-7)<br>Volume II D.O.T. (C-2) |
| | 5. To write for additional information find address(es) in "Horizons Unlimited" | Horizons Unlimited (C-2) |
| Relate through experience to specific satisfactions and/or frustrations of performing job duties | 6. Prepare for specific role in Group Simulation Exercise 8. Plan your performance, make up forms, help teacher assemble materials, etc. Learn and practice the techniques you'll be using on students. | |

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|---|---|
| Identify opportunities for specialization within career which bring higher degree of satisfaction | 7. What kinds of opportunites are there for specialization or advancement in the career which interests you? | |
| | 8. Physician only - check yellow pages for kinds of specialties practiced in Cincinnati.<br>Make a list with members in each specialty. | Yellow pages Telephone Directory |
| Design a program for pursuing career goal | 9. For the career which intersts you, design a program which would bring you to the point of job entry. If necessary consult with teacher about how to proceed.<br><br>Include High School subjects, post high school training, time and costs, how you would meet costs, etc.<br><br>Nurses: Remember there are 3 different ways to become an R.N. Each provides different opportunities for advancement. Consider which suits you. | |

| OBJECTIVES | ACTIVITIES<br>A & B (Nurse Aide and Orderly) | RESOURCES |
|---|---|---|
| | 8.a Group simulation:<br>Several (or all) the students will be admitted as patients to a small hospital. Roles will be played according to unit being studied. When patient is finished with admission procedure, nurse aide (for females) or orderly (for males) will escort to "room", settle, take temperature, pulse and respiration rate. Record correctly. Run errands as required. Follow nurses' orders. Report to nurse any change in patient's condition or any unusual behavior. | Patient chart<br>Thermometer<br>Container for thermometer<br>Alcohol<br>Tissue |

42

| OBJECTIVES | ACTIVITIES<br>C & D (L.P.N. and R. N.) | RESOURCES |
|---|---|---|
| | 8.b Group Simulation:<br>Several or all students will be patients, but not all at the same time. A nurse aide or orderly will settle them in room, take and record temperature, pulse and respiration rates. Your job is to supervise her in patient's care and report to doctor.<br>Also:<br>Take blood pressure if equipment is available.<br>Give medicine (on doctor's orders).<br>Record dosage and time on chart.<br>Apply bandages, change dressings.<br>Take care of emergencies.<br>Carry out doctor's orders.<br>Any other duties you wish to practice.<br>If there is both an L.P.N.and an R.N., the R.N. will decide who does what. | Supplementary Activity for Physicians, Nurses and Pharmacist (B-1)<br>Sphymomanometer<br>Stethoscope<br><br>Calibrated medicine glasses<br>Medicine cards (3x5 index cards)<br>Medicine droppers<br>Tissues<br>Small pitcher for water<br>Drinking straws |

| OBJECTIVES | ACTIVITIES<br>A - D L.P.N. & R.N, Nurse Aid & Orderly | RESOURCES |
|---|---|---|
| | **TAKING TEMPERATURE**<br><br>A thermometer is made of a glass tube and bulb in which mercury is placed. When heat is applied the mercury will rise within the tube indicating a change in temperature.<br>When using a thermometer observe the following precautions:<br>1. Pick up thermometer at the end opposite the bulb<br>2. Turn ridge edge toward you: look for the column of mercury between the lines.<br>3. Read the scale:<br>long line = degree<br>short line = nearest 2/10 of a degree<br>Step by Step Procedure:<br>1. Wash hands<br>2. Shake down thermometer:<br>a. hold with thumb and first fingers<br>b. relax wrist - with quick jerky motions of wrist shake mercury down to lowest mark<br>3. Place the bulb end in patient's mouth - under tongue. Keep lips closed.<br>4. Leave the thermometer in place for 3 minutes.<br>5. Wipe from top toward the bulb with dry tissue. Discard tissue in "waste can."<br>6. Read thermometer.<br>7. Write down temperature on chart.<br>8. Place thermometer in container of steralized solution.<br><br>Normal temperature is usually 98.6°<br>Do not tell patients if they have a low or high temperature. | oral thermometer<br><br>pencil<br>Patient Chart |

| OBJECTIVES | ACTIVITIES<br>Nurse Aid - Orderly- L.P.N. & R.N. | RESOURCES |
|---|---|---|
| 45 | With each beat of the heart blood is forced into the arteries, causing them to expand. This swelling of the artery can be felt with the fingers and is called the pulse. The pulse may be felt at several points where a large artery lies near the surface of the body. The pulse is usually counted at the wrist just below the thumb. The number of beats each minute is called the pulse rate<br><br>HOW TO COUNT THE PULSE<br><br>Step by step procedure:<br>1. Place patient's arm in comfortable relaxed position.<br>2. Place tips of two or three fingers on the inside of the wrist just below the thumb.<br>3. Press fingers firmly to feel pulse.<br>4. When pulse is felt; look at second hand of your watch and count the beats for 1/2 minute and multiply the number by 2. Pulse per 1/2 minute x 2 - r.p.m. rate per minute.<br>5. Record the pulse rate in temperature book.<br><br>Note strange or feeble beat. If beat is irregular check for a full minute.<br><br>Normal pulse rate for the average man is about 70; average woman is about 75. The rate for children is higher and varies with age. | Patient chart |

| OBJECTIVES | ACTIVITIES<br>A - D (L.P.N. & R. N., Nurse Aid & Orderly) | RESOURCES |
|---|---|---|
| 46 | **HOW TO COUNT RESPIRATION**<br><br>A respiration is one breath taken in and breathed out. This causes the chest and sometimes the abdomen to rise and fall.<br><br>**CONCEPT**<br><br>1. Respiration is counted without the patient knowing it.<br>2. Rate per minute is less than 14 or more than 28 should be reported to doctor on call.<br>3. Note if respiration seems labored or painful or noisy with a wheezing or snoring sound.<br><br>**METHOD**<br><br>1. Leave your hand on wrist after pulse.<br>2. Count respirations for 1/2 minute by the second hand on the watch and multiply the number by two.<br>3. Respiration per minute.<br>4. Record rate per minute in temperature book. | Patient Chart |

| OBJECTIVES | ACTIVITIES<br>E (Physician) | RESOURCES |
|---|---|---|
| | 8.c Group Simulation:<br>Several or all students will be patients as well as staff. The scene is a small hospital clinic. Your task is to supervise health team in care of patients in addition to analyzing symptoms, ordering lab tests, interpreting results, diagnosing, prescribing medication and treatment, collecting all records.<br><br>You will be notified of patient's arrival by receipt of admission form. The nursing staff will get him settled. You will examine him and advise nurse orally and by writing as to care. Send written orders to lab and pharmacy. Keep accurate records of observations and procedures. Learn and use scientific terms. When patient is discharged, send all records to library. Conduct "seminar" with Lab personnel about lab tests. | Physiology Text<br>Anatomy Text<br><br>Completed admission forms<br><br>Lab test Forms<br>X-ray Form<br>Prescription Forms<br><br>Physicians Report Form<br><br>Stethoscope<br>Reflex hammer<br><br>Supplementary Activity for physicians, nurses, and pharmacist (G-4) |

47

Patient Chart

Name _____ Room # _____ Bed # _____

Blood Type _____ M_____ F_____ Age _____

Special Care _____

Medication: _____ Am't._____ Time _____

Physician:

| Date/Time | B.P. | Pulse | Respiration | Temp |
|---|---|---|---|---|
| | | | | |

Physicians Report

Patient _____ Room #_____

Date of Admission _____ Date of Discharge _____

Admission Diagnosis

Medical History

Symptoms

Lab Tests

Medication Prescribed

Progress

Prognosis

_____

Signature

Editor: one copy Physician
one copy Lab Tech.

## Laboratory Test Form

Patient _____ Doctor _____ Rm# _____

Date _____ Time _____

Please perform test indicated:

| | | | | | |
|---|---|---|---|---|---|
| Date | | | | | |
| Time | | | | | |
| Hematology: | | | | | Technician |
| Hemoglobin | | | | | |
| Hemotocrit | | | | | |
| W B C | | | | | |
| Neutrophils | | | | | |
| Lymphocytes | | | | | |
| Monocytes | | | | | |
| Eosinophils | | | | | |
| Basophils | | | | | |
| Bacteriology: | | | | | |
| Nutrient Agar | | | | | |
| Sabarouds | | | | | |
| Peptone-Trypticase | | | | | |
| Blood Agar | | | | | |
| organism | | | | | |

Editor: one for Physician
one for Pharmacist

Prescription Form

Patient's Name Rm # Date:

Medication: Charge:

Directions:

Doctors Signature

Pharmacists Signature

Agent

Editor: one for Physician
one for X-ray Technician

# X-Ray Form

Patient _____ Dr. _____ Rm# _____

Date: _____ Time _____

Date

Time

| | | L | R |
|---|---|---|---|
| Visceral: | Thorax | | |
| | Abdomen | | |
| Arm | Humerus | | |
| | Radius | | |
| | Ulna | | |
| | Metacarpals | | |
| | Carpals | | |
| | Phalanges | | |
| Leg | Femur | | |
| | Tibia | | |
| | Fibula | | |
| | Tarsals | | |
| | Metatarsals | | |
| | Phalanges | 1 2 3 4 5 | 1 2 3 4 5 |
| | Scapula | | |
| | Clavicle | | |
| | Pubis | | |
| | Ilium | | |
| | Ischium | | |
| | | | 45 |

| | |
|---|---|
| Skull: | Frontal |
| | Occipital |
| | Temporal |
| Spinal: | Ceruical |
| | Thoracic |
| | Lumbar |
| | Sacral |
| | Coccyx |
| | Sternum |

Special Instructions:

Date/Time Completed _____

_____

Technician Signature

A. Medical Technologist 078.381

Performs chemical, microscopic, and bacteriologic tests to provide data for use in treatment and diagnosis of disease; receives specimens from lab, or obtains such body materials as urine, blood, pus, and tissue directly from patient, and makes quantitative and qualitative chemical analyses. Cultivates, isolates, and identifies pathogenic bacteria, parasites, and other microorganisms. Cuts, stains, and mounts tissue sections for study by Pathologist. Performs blood tests and transfusions, studies morphology of blood, and prepares vaccines and serums. Groups or type blood and crossmatches that of donor and recipient to ascertain compatibility. Determines basal metabolism rate. Engages in medical research to further control and cure disease. May calibrate and use equipment designed to measure glandular and other bodily activity. May use electrocardiograms. May train and supervise Medical Laboratory Assistant and student Medical Technologists.

B. Medical - Laboratory Assistant 078.381

Performs routine tests in medical laboratory for use in treatment and diagnosis of disease: Prepares tissue samples for Pathologist, takes blood samples, and prepares vaccines. Executes such laboratory tests as urinalyses and blood counts, using microscopes, micrometers, and similar instruments. Makes quantitative and qualitative chemical and biological analyses of body specimens, under supervision of Medical Technologist or Pathologist. May be designated according to field of specialization as Blood-Bank Technician, Cytotechnician, Hemotology Technician, Serology Technician, Tissue Technician.

C. X-ray Technologist 078-368

Applies roentgen rays and radioactive substances to patients for diagnostic and therapeutic purposes: positions patient under x-ray machine, adjusts immobilization devices, and affixes lead plates to protect unaffected areas. Administers drugs or chemical mixtures orally or as enemas to render organs opaque. Adjusts switches regulating length and intensity of exposure. Develops film in accordance with photographic techniques. Assists in treating diseased or affected areas of body, under supervision of Physician, by exposing area to specified concentrations of x-rays for prescribed periods of time. Prepares reports and maintains records of services rendered. Makes minor adjustments to equipment. May assist in therapy requiring application of radium or radioactive isotopes. May specialize in taking x-rays of specified areas of body.

## ACTIVITY UNIT III -- LABORATORY SERVICES

| | | |
|---|---|---|
| A. | Medical Technologist | 078.381 |
| B. | Medical Laboratory Assistant | 078.381 |
| C. | X-Ray Technologist | 078.368 |

Educational Objective:

To help student learn about different ways of applying technical skills and aptitudes in the field of health care.

### OTHER SIMILAR OCCUPATIONS

| | |
|---|---|
| Blood Bank Technologist<br>Certified Laboratory Assistant<br>Cytotechnologist<br>Histologic Technician<br>Nuclear Medical Technologist<br>E E G Technician<br>E K G Technician | 078.381 |

Career Unit III - Laboratory Services

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|---|---|
| The Students will be able to:<br><br>Evaluate himself or herself concerning the unique interests and abilities of a technician.<br><br>To list at least 5 job duties of a lab technician.<br><br>Relate lab work to other aspects of health care.<br><br>To realize necessity for absolute accuracy, honesty and integrity in a medical technician.<br><br>Perform basic laboratory procedures.<br><br>Identify at least 20 bones of human body | 1. See film "Is A Career As A Technician For You"<br>Take quiz on film.<br>Discuss each item<br><br>2. See film "In A Medical Laboratory"<br>Jot down points for discussion<br><br>3. Discuss relationship of medical laboratory to other aspects of health care.<br><br>4. Visit medical laboratories in hospital.<br>Interview personnel.<br>Report to class.<br><br>5. Read pertinent literature and take notes concerning the technical career(s) which interests you.<br>Fill out Career Analysis Form and Career Profile<br><br>6. Compare your self-analysis with worker trait group in DOT<br><br>7. Medical laboratory technologist and technicians only perform the following laboratory experiments<br>a. Blood-typing<br>b. Differential White Blood Cell Count.<br>c. Microorganisms on Body Surfaces.<br><br>8. Go to exercise.<br><br>8.a X-ray technologist:<br>Read "X-ray technician training in Cincinnati" and call Mr. Helkamp to verify information and find new developments.<br>Report to teacher and/or class.<br><br>b. Study bones in human skeleton. Be prepared to identify upon request. | Film "Is A Career As A Technician For You?"<br>(C-1, a-5)<br><br>Film "In A Medical Laboratory"<br>(C-1,c-3)<br><br>Field Exploration Data Sheet<br>(p.____)<br>Career Analysis<br>Career Profile Comparison } (C-7<br>Worker Trait Profile<br>Volume II DOT<br><br>Laboratory instructions<br>(following pages)<br>Blood-typing Kit<br>Microscope Slides (C-3)<br>Lancets<br>Wax marking pencil<br>Wright's staining solution<br>95% ethyl alcohol<br>2 staining jars<br>Agar-filled Petri dishes<br><br>Zoology Anatomy or Health Text book<br><br>Old x-rays from some source<br><br>Film:<br>"Health Careers #2"<br>(C-1, a-2) |

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|---|---|
| | c. Consult with teacher and decide means of obtaining one or several real x-rays for study and use in Group Simulation | See exercise 7 |
| | d. Film: Health Careers #2<br>List job duties of x-ray technician. | 100 slides<br>100 lancets<br>100 cotton balls } (C-3) |
| | 9. Prepare for Group Simulation<br>The classroom will be a small hospital-clinic. Staff will consist of students, each playing role of career studied. Patients will also be students alternating with their roles as staff. | carbon paper for Lab reports |
| | Medical Technician and Technician.<br>You will receive requests for lab tests by doctor, the same ones you did in exercise 7. | 24 agar-filled Petri dishes (C-3) |
| | Find a table-top area to serve as lab. Collect materials; set up neatly. Prepare card file for record-keeping. Establish a code system. Before performing test, put code letter on lab report , on file card, on slide or Petri dish. | |
| | Send report back to doctor as soon as you are finished. | |
| | Medical Technologist: Learn function of WBC. Teach technician. Same for blood types. | |
| | Schedule "Seminar" with Physician and Teacher to discuss WBC and Blood Types | |

## WRIGHT'S STAIN FOR DIFFERENTIAL WHITE BLOOD CELL COUNT

The purpose of this exercise is to:

a. practice the technique used in medical labs to stain human blood smears.

b. gain experience in observing and recording data.

c. see the different kinds of white blood cells and their relative percentages in blood from a healthy person.

Method: Clean 2 microscope slides THOROUGHLY.
Swing non-writing arm vigorously.
Clean middle finger tip with alcohol and prick with lancet.
Wipe off first drop of blood.
Place large drop of blood on one end of one of the clean slides.
Spread drop across slide with other slide according to directions on the board.
Air dry.

STAIN

DO NOT LET SMEAR DRY

Cover smear with 6-7 drops of Wright's stain.
Let stand for 3 minutes.

Add 6-7 drops of tap water to stain on smear. A greenish metallic sheen should develop. If not, add 2 or 3 more drops. Blow to mix.

Let stand 3 minutes.

Rinse off stain with tap water
Dry bottom of slide with paper towel
Air dry Smear
DO NOT BLOT BLOOD SMEAR
Observe stained smear with high power of microscope.
Start in the upper left hand corner and count the number of each type cell, recording in the space provided.

| Count and record 100 cells: | | NUMBER |
|---|---|---|
| Lymphocyte: | Dark purple nucleus nearly fills cell. Small amount cytoplasm sky blue | _____ |
| Monocyte: | Similar to lymphocyte but larger and with more cytoplasm | _____ |
| Neutrophil: | Nucleus with 3-5 lobes pink cyto., lilac granules | _____ |
| Eosinophil: | Blue nucleus with 2 lobes | _____ |
| Basophils: | s-shaped nucleus, purple granules | _____ |

## Microorganisms on Body Surfaces

Purpose: to demonstrate the presence of microorganisms on hands and elbow, in nose and mouth.

Materials:
10 grams powdered agar
500 ml distilled water (if not available, use tap water)
Bunsen burner
1 liter Erlenmeyer flask
25 Plastic Petri dishes

Method: Dissolve agar in water; heat to boiling. Protecting hands from hot flask, pour agar into dishes, covering bottom well. Lift tops from one side only, just enough to pour agar.
Two people; one pour, one lift lids.
Cool overnight OR Sterigel Instant Medium (C-3)

Procedure:
1. Mark bottom of 2 dishes each with wax pencil according to source of organisms, as:
   Fingers, elbow, nose, throat
2. Lift lid, do not remove
3. Two dishes of each.
   a. Touch fingertips lightly to surface
   b. Do same with elbow
   c. With swab, gently probe nose; rub on agar
   d. Swab mouth near throat; rub on agar.
4. Put in safe place, leave for 3 days.
5. Examine for growth. Record results.

## BLOOD TYPING LAB

Whenever you have a physical or enter a hospital, someone will type your blood. Quite often, the composition of your blood will reflect the health of your entire body. There are many kinds of tests which can be conducted on your blood, but in this class, we will only be conducting two.

The first test determines the blood "type". There are only four main types of blood which can occur in the human population. These are named by the letters of the alphabet: A,B,O,AB. A second blood type which occurs in addition to these four is called the Rh factor. Either you are positive (+) or have this factor: or you are negative(-) and do not have this factor. Example: you may be type A positive or type A negative. If you ever need a blood transfusion or if you are having a baby, blood types become extremely important. In a transfusion, you want to receive into your body the exact type of blood that you already have. This is because different types of blood react with each other and form clots. Blood clots are often deadly in the human.

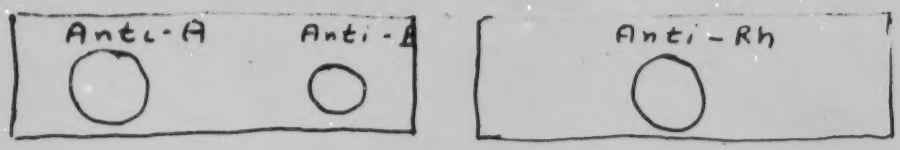
Scientists have developed a series of solutions which always clot in a specific blood type. These serums are called Anti-A, Anti-B, and Anti-Rh. Anti-A clots type A blood. Anti-B clots, type B blood. Type AB blood is clotted in both of these serums and type O is not clotted in either of them. Anti-Rh will clot blood if it is positive but cause no reaction if it is negative.

Therefore, if you take two drops of blood and add Anti-A to one and Anti-B to the other, you can determine which of the four basic blood types the blood belongs to. If you add Anti-Rh to a third drop, you can determine the presence of the Rh factor by the presence or absence of clotting. You will be able to see if blood is clotted or not by simple observation. If the blood drop stays an even red color throughout, there is no clotting. If the red color is found in clumps within the drop then clotting has occured.

In the following tests, please follow directions carefully. Someone's life could be depending on the results of <u>your</u> test.

DIRECTIONS:

1. Obtain two thoroughly clean and dry microscope slides.
2. Mark the slides with a wax pencil as indicated below.
3. Place a drop of Anti-A serum in the circle labeled Anti-A. Replace the dropper cap on the Anti-A bottle.
4. Place a drop of Anti-B serum in the drop labeled Anti-B, Replace the dropper cap. Place a drop of Anti-Rh in the circle labeled also.
5. Scrub the middle finger with an alcohol soaked swab.
6. Remove a sterile disposable lancet from its wrapper and puncture the clean finger with it. Never use someone else's lancet or reuse a lancet.
7. Force a drop of blood from the finger with minimum pressure.
8. Pick up a small portion of the blood on the end of a clean toothpick and mix it thoroughly with the drop of Anti-A serum. Only a very small amount of blood is needed, too much may ruin your results.
9. Collect another small portion of blood on another clean toothpick and mix it with Anti-B serum.
10. On a third toothpick collect a third drop of blood and mix it with the Anti-Rh serum. Never use the same toothpick twice. Why?

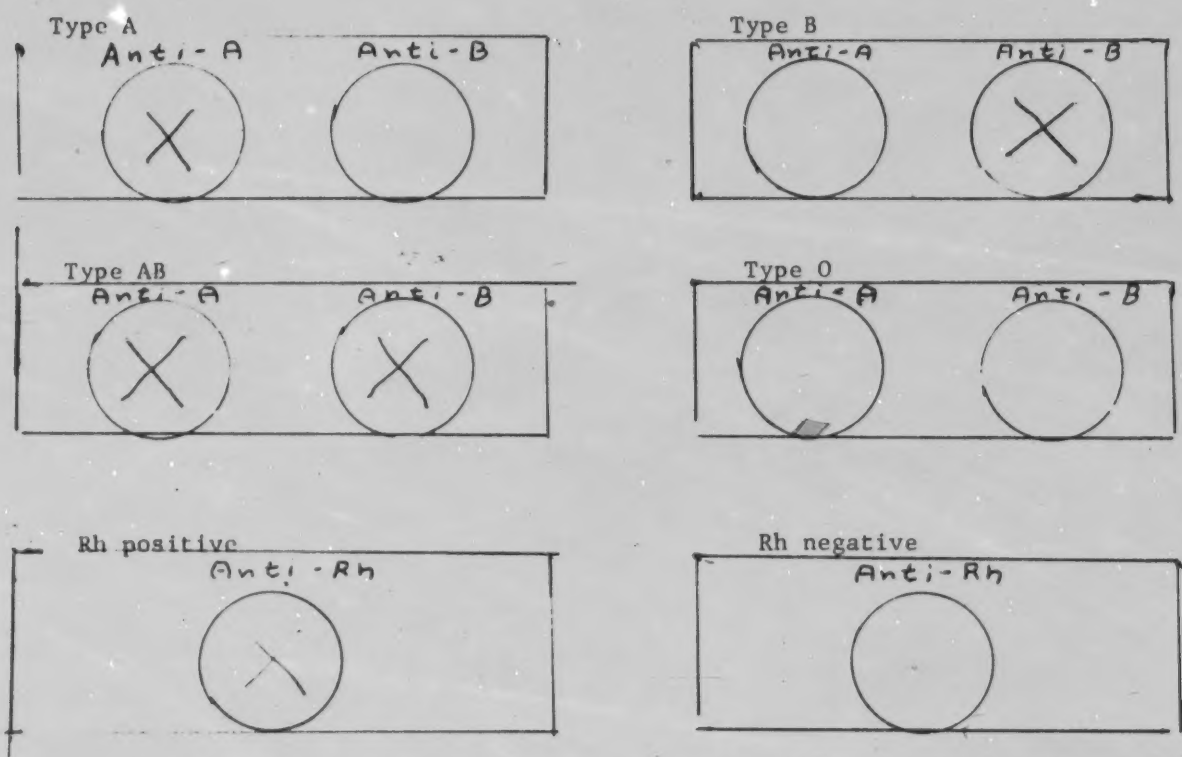



11. Rock the slides back and forth gently for about two minutes. Keep the mixtures within the circles you have drawn.

12. Carefully examine your mixtures and compare with the below drawings.

13. Determine your own blood type.

14. On a separate sheet of paper write up the results of your test as if you were going to hand these results over to a doctor. (In this case, your teacher is the doctor.) Include the patients name, address, age, sex, and blood type. You may add any other information which you think is important BE NEAT.




X represents clotting

Laboratory test form

See Patient Care Unit

## X-RAY TECHNICIAN TRAINING: IN CINCINNATI

TWO TYPES PROGRAMS AVAILABLE:

1. Four hospitals are involved in a program called "Central Opportunities," and the student may be accepted by any one of the four, and then will spend training time in each of the four. This will give the student knowledge of different techniques and give them an idea of where they would most like to work after registration.

   Requirements are: High school education or equivalent, supply one's own books and uniforms. The tuition for this program which lasts two years, is $1,000.00 a year or a total of $2,000,00, and there is financial aide available. The school year is from September through May of each of two years, and one must apply one year ahead of the next class. For example for the September, 1974 class you will have to apply by this October, 1973. For information, call Mr. Helkamp at Jewish Hospital X-ray Dept., phone number, 872-3401. Acceptance depends upon academic credits and class standing, general aptitude, and personal interview. There are no restrictions on applicants of any kind. Each applicant must take a pre-test, and if interested it would be wise to check now on necessary academic requirements. This course leads to an associate degree, which may obtain for you a higher starting salary or better starting position.

II. The second type program is of one year's duration, and will give the graduate a diploma and the same registration examination. The cost of course is less, and most hospitals in Cincinnati can give you the information you need regarding high school credits needed, the fees, etc.

X-Ray Form

SEE Patient Care Unit

## UNIT IV - PHARMACY

| | | |
|---|---|---|
| A. | Pharmarist | 074.181 |
| B. | Hospital Pharmacy Technician | 074.387 |

Educational Objective:

To help student learn specific requirements for successful entry into the pharmacy aspect of health care.

To involve student in design and execution of a job simulation which will provide realistic career experience.

A. Pharmacist 074.181

Compounds and dispenses medications, following prescriptions issued by physician, dentist, etc. Weighs, measures, and mixes drugs and other medicinal compounds, and fills bottles or capsules with correct quantity and composition of preparation. Stores and preserves biologicals, vaccines, serums and other drugs subject to deterioration, utilizing refrigeration and other methods. Orders and maintains supply of drugs, chemicals and other pharmaceutical stock. May act as consultant to health practitioners on matters pertaining to pharmacy. May assay medications to determine identity, purity, and strength. May instruct interns and other medical personnel on matters pertaining to pharmacy, or teach in college of pharmacy.

B. Hospital Pharmacy Technician 074-387

Mixes pharmaceutical preparations, under direction of pharmacist, issues medicines, labels and stores supplies. Cleans equipment and work areas in pharmacy. Labels drugs, chemicals,and pharmaceutical preparations. Prepares inventories and orders supplies to maintain level of stock. Washes and sterilizes glassware. Computes charges and maintains records.

Activity Unit IV - Pharmacist and Hospital Pharmacy Technician

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|---|---|
| The students will be able to:<br>Identify 5 areas of knowledge about drugs a pharmarist must learn<br><br>Relate job duties to health care.<br><br>Recognize personal qualities contributing to success in this highly specialized career.<br>Predict probability of success by comparison of self profile with job profile.<br>List 5 different areas of employment for the person trained in pharmacy. | 1.a See film: Health Careers #4<br><br>What does a pharmacist do in a hospital, in a drug store, in a university, in industry, in government?<br><br>b "L.S.D. Insight or Insanity"<br><br>How does this film relate to pharmacy? What personal qualities and skills must a trained pharmacist possess?<br><br>2. Read literature in the room on career opportunities in pharmacy. Make a career profile (facts about the career) and compare with your self-analysis.<br><br>Write a brief report on why you think the choice of pharmacy would be a good one for you.<br><br>3. Visit hospital pharmacy. Interview people in the pharmacy. Use Exploration Data sheet as a guide in asking questions.<br><br>Interview your neighborhood druggist. Ask the same questions.<br><br>Give a 10 minute class report on Careers in Pharmacy<br><br>4. Prepare for simulation. Write definitions of words from supplementary Activity for Physicians, Nurses and Pharmacists.<br><br>Collect materials for your role. Set up your "pharmacy" with drugs, records, etc. Ask teacher for help and direction. | Film:"Health Careers #4" (C-1, a-4)<br><br>Film: "LSD-Insight or Insanity" (c-4,b-9)<br><br>Career Analyses (C-5a)<br><br>Career Profile Example (C-5b)<br><br>Field exploration Data Sheet (p._____)<br><br>Field Exploration Data Sheet (p._____)<br><br>20 minutes during discussion day |

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|---|---|
| | Simulation suggestions:<br>Make up 10 - 500 ml bottles of medicine (colored water).<br><br>Get names of medicines as suggested in the supplementary activity. Label each bottle correctly. Dispense in 10 ml. containers. Keep accurate records of when, how much of each is dispensed and for whom. You might want to record who picks it up. Keep order from physician on file. Send patient charges to office when requested. Never dispense drug without doctor's order.<br><br>Simulation ends when hospital administrator (teacher) decides it's time to reorganize. Decision will be based on "staff" performance.<br><br>5. If career in pharmacy still interests you, design a program for pursuing this goal. | 10 500 ml. bottles<br><br>disposable medication dispense<br><br>Food coloring<br><br>10 ml. graduate cylinder |

Prescription Form

Activity Unit V

Supplement for Physicians, Nurses and Pharmacists

SUPPLEMENT FOR PHYSICIANS, NURSES AND PHARMACISTS

All these careers require knowledge of drug name, source, action, dosage, side-effects. For the purpose of role-playing, it is suggested you choose not more than 2 drugs for each of the most common symptoms or diseases:

Upper respiratory infection
Pain
Gastrointestinal distress
Allergies
Urinary problems
Pregnancy

One way of getting information about drugs for each of these (or any others) would be to go to your local druggist and ask for circulars from medicine packages. Another is looking in the Physicians Desk Reference available at the library downtown. To understand either, you will need to know the meanings of some key words, such as those on the next page. In your notebook, write the definitions. You"ll use them frequently during the simulation.

| | |
|---|---|
| indication | diuretic |
| contraindication | anti-pruritic |
| prophylaxis | hepatic |
| therapeutic | hypertension |
| dysfunction | insomnia |
| bacteriologic | suppository |
| antibiotic | oral |
| sensitivity | oropharynx |
| emetic | genitorinary |
| antiemetic | laryngeal |
| dermatologic | antihistamine |
| anti-inflammatory | neuropsychiatric |

Adminstration of Drugs

A. Single dose involve mathematical computation
B. Prepackaged single doses conserve nursing time
C. Compare information on medication card with information found on:
   1) the door
   2) besdide
   3) identification bracelet
   4) verbal identification of patient

SUPPLEMENT FOR PHYSICIANS, NURSES AND PHARMACISTS

SUGGESTED TIMES FOR DRUG THERAPY

| ABBREVIATIONS | INTERPRETATION | TIME OF ADMINISTRATION |
|---|---|---|
| a. c. | before meals | 7 - 11 - 5 |
| b. i. d. | twice a day | 9 - 7 |
| p. c. | after meals | 9 - 1 - 7 |
| p. r. n. | whenever necessary | dose may be repeated according to stated time interval |
| q. d. | every day | 9 a. m. |
| q. h. | every hour | 9 - 8 - 9 - 10, etc. |
| q. 2h. | every 2 hours | 7 - 9 - 11, etc. |
| q. 3h. | every 3 hours | 6 - 9 - 12 - 3, etc. |
| q. 4h. | every 4 hours | 8 - 12 - 4 - 8 |
| q. 6h. | every 6 hours | 6 - 12 - 6 - 12 |
| q. i. d. | four times a day | 9 - 1 - 4 - 7 |
| si op sit | if necessary | |
| stat. | immediately | |

* These are the suggested hours for drug administration if meals are served at 7:30 and 5:30.

| CONCEPT | METHOD |
|---|---|
| When preparing medicines do not allow interruptions.<br><br>Remember the 3 BEFORES for reading labels:<br>1. Before removing from shelf<br>2. Before pouring<br>3. Before returning to shelf | 1. Wash hands<br>2. Unlock medicine cabinet<br>3. Take one medicine card at a time, read card, locate medicine, compare name of drug with name on card.<br>4. Pick up medicine glass: read label on medicine, check against card.<br>5. Pour or prepare prescribed dosage of medicine in glass.<br><br>LIQUIDS<br>A. Shake bottle<br>B. Remove cap - place upside down<br>C. Hold medicine glass in left hand place thumb nail at mark |

| CONCEPT | METHOD |
|---|---|
| | D. Hold bottle in right hand.<br>E. Wipe rim of bottle with paper wiper<br>F. Dilute medicine with 1/2 ounce of water unless it is a medicine that is given undiluted.<br><br>TABLETS, PILLS, CAPSULES<br>A. Gently shake prescribed number into bottle cover.<br>B. If in box, remove prescribed number with spoon.<br>C. Place in paper cup |
| How to prepare and work with powder medicines.<br><br>Sometimes dosages of powders are prepared in pharmacy in papers.<br>Each folded paper container holds the required dosage and is called a "powder."<br><br>Do not confuse drops with minims.<br>They are not the same in amount. | POWDER<br>A. Measure in calibrated medicine glass: hold glass at eye level.<br>B. If spoon is used, take more than required amount; draw edge of tongue depressor "across spoon."<br>C. Add required amount of water to powder in glass. |

Medicines by Mouth

Key points:

1. Always have a written order - signed by the doctor.
2. Know standard abbreviation and symbols pertaining to dosages.
3. Know minimum and maximum doses and action of every drug you give.
4. Read label three times.
   a) before removing medicine from cabinet
   b) before pouring or preparing it
   c) before returning it to dabinet
5. Do not return excess medicine to the stock bottle or containers, discard it in the sink (Medicine not taken by patient)
6. Do not pour a drug from one bottle to another.
7. Do not leave the medicine cabinet unlocked.
8. Prepare the medicine you give, and give the medicine you prepare.
9. Record the name and amount of medications and time it was given.

| CONCEPT | METHOD |
|---|---|
| 10. Give the right dose of the right medicine to the right patient at the right time and in the right way. | |
| Equipment needed: Medicine tray or cart<br>Medicine cards - name of patient, room, and bed number<br>Medicine glasses<br>Medicine droppers<br>Medicine glass and calibrated nursing devices<br>Tongue depressors<br>Paper wiper<br>Small pitcher of cold water<br>Drinking straws | |
| | DROPS<br>A. Use a medicine dropper.<br>B. Hold dropper at 45° angle: Count the prescribed number of drops as they fall into medicine glass.<br>C. Discard excess medicine of any in dropper into sink.<br>D. When prescribed dosage is in medicine glass, read label on medicine, compare with card, and return to shelf.<br>E. Be sure to provide straws for patients who receive irritating drugs or medicines that may stain the teeth.<br>F. Make rounds to patients in a planned, orderly way.<br>G. Do not ask the patient "Are you Joe Brown?" ask him, "What is your name?"<br>H. Never leave medicines on bedside table to be taken later. |
| What do you do at the patient's bedside before giving the medicine. | STOP: at each patients bedside and -<br>a) identify patient before giving medicine: look at identification wrist band, call him by name, compare name on medicine card. |

| CONCEPT | METHOD |
|---|---|
| | b) hand medicine glass to patient.<br>c) pour drinking water and hand to patient.<br>d) stay at bedside until patient takes medicine.<br>e. chart medicines give on medicine cards |

UNIT VI --

MODEL FOR DESIGNING CAREER EXPLORATION ACTIVITY

Educational Objective:

To stimulate students to use the facilities and materials available in their school to pursue their own educational interests.

To provide a format for orderly progression toward a designated goal.

Career Title _____

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|---|---|
| Students will be able to:<br><br>List the job duties of the career.<br><br>Identify personal qualities necessary for successful performance of job duties<br><br>List education and skill qualifications for job entry.<br><br>Characterize different careers in this general field of interest | 1. Find the description of your career in the DOT. Write it in your notebook.<br>2. See if there is a film related to your career choice. If so, ask the teacher to order it or show you how.<br><br>When you see the film, look for personal qualities necessary for superior performance of job duties.<br>List them in your notebook.<br>3. Find the relationship of this career to data, people, things from the DOT number.<br>4. Read the available literature relating to this career. Fill out a career analysis form.<br>5. If all your questions cannot be answered by the available literature, write to the appropriate address for more. See Health Careers Guidebook or Horizons Unlimited.<br><br>6. Interview someone in this career. Use the field exploration data sheet for suggestions as to questions. | DOT Volume I (C-2)<br><br>Catalogs of film sources.<br><br>Order blank for film.<br><br>Career Analysis (C-7)<br><br>Health Careers Guidebook<br><br>Horizons Unlimited (C-2)<br><br>Field exploration data sheet - (p._____) |

Career Title _____

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|---|---|
| 92<br><br>List training sources for this and related careers. | 7. What are some careers closely related to yours which would require the same general interest but slightly different skills and aptitudes? Prepare a Career Profile from your answers.<br><br>8. Find the worker trait profiles of each of these careers. Compare with your own profile. Which one is the nearest to yours? Next to that? How important are the differences? How much change would be involved?<br><br>9. Where is training available for each of these careers?<br><br>10. Choose the career in this group which interests you the most and design some simulated activity you could perform in the classroom. Consult with the teacher. Find how your career choice interrelates with those being explored by others. Work your simulation into theirs, (or theirs into yours) Use your imagination, limiting it only by job duties and available facilities. | 9<br><br>Career Profile (C-7)<br><br>Worker Trait Profile (C-7)<br><br>DOT Volume II<br><br>Career Profile Comparisons (C-7)<br><br>Literature in room library<br>Counselor's office |

## DEFINITIONS OF DEVELOPMENTAL AREAS

Individual and Environment (Social Awareness)

In this area of the students' development, the students must determine who they are and how they relate to their environment. They must be involved in experiences which will help them to determine their relative abilities to work with people, to manipulate tools, to sense their presence in their environment, and to comprehend the laws of nature and the processes for behavioral advancements within their community.

The students will be involved with understanding their interests, aptitudes, achievements, temperament, their family peers, their society and etc.

Economics

Students must learn to see themselves as productive worker units who supports their community through efficient positive efforts as producers and consumers. They must learn that the money they receive for their work is an important factor in determining the behavior of their community through the way in which they spend their money; the way in which they are willing to work for their money; and how this spending gives direction to the use of raw materials for production and consumption of goods and services to be used in their community.

Students must learn what is meant by a fair day's pay for a fair day's work and the implied obligations between the consumers and producers.

World of Work

This area is con erned with the students' development of a method for collecting information about jobs. It also is concerned with the students developing an understanding of what behavior is required to do certain jobs. Examples of job information include, in part, the following items:

Job entry levels
Performance activities
Working conditions

Education and training requirements
Availability of jobs
Seasonality of jobs
Job status
Advancement possibilities

Education and Training

Students must learn what behavior modifications (education and training) will be expected of them for certain jobs. In doing so they will learn the innate abilities they have and if these abilities can be developed to the level required to perform certain jobs they choose for their vocation.

Students must learn which educational programs will help them acquire experience that will help develop the performance behavior required for certain jobs.

Employability and Work Adjustment Skills

This section is concerned with attitude strategies and the importance of the development of successful attitude strategies which are necessary for continued economic gains.

Students must learn how good attitudes are a contribution to their own adjustment and success as well as the success of their community. People are dismissed from their jobs more often because they cannot get along with people than they are for lack of job-related skills.

Vocational Decision Making

Students must learn a method for making decisions if they are to become employable and well adjusted citizens. They must learn to gather facts about themselves, jobs, and values and how to weigh this information to reach a conclusion as to what work they are able to do and what work they want to do.

Self

In this area the Self as subject is the major focus. Self as subject requires that the person's own feelings, perceptions and beliefs are dealt with. This

requires an internal orientation to the activities as opposed to the external orientation of activities for the other areas.

Seven topics are developed in the broad area SELF. These trace self-awareness, self-acceptance and self-affirmation of the child through interests, aptitudes and abilities, achievement and values and attitudes.

## SAMPLE QUESTIONS FOR CAREER MATURITY

Listed on this page are sample questions related to areas of growth and development.

1. Self and Environment

   - What things have I done with any degree of success?
   - What things have I done that others have commended me for doing exceptionally well?

2. Economics

   - How much money have I earned?

3. World of Work

   - What jobs have I held? Describe them in detail.

4. Education and Training

   - What courses have I taken that would prepare me for an entry job position?

5. Employability and Work Adjustment Skills

   - What were the expectations of employers concerning the job I have held?

6. Vocational Decision Making

   - Where could I get additional information about jobs and careers?

7. Self

   - What are the things I really like to do?
   - What are the things that I don't like to do?

EXPLORATION ACTIVITY (2 Days Suggested)

Student Self Evaluation of Career Maturity

This activity is planned to help the students analyze and learn to value their career-related experiences and the level of their career maturity.

Seven areas of growth and development which have been identified for this use are as follows:

1. Individual and Environment (Social Awareness)
2. Economics
3. World of Work
4. Education and Training
5. Employability and Work Adjustment Skills
6. Vocational Decision Making
7. Self (Self-Awareness)

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|---|---|
| Students will be able to:<br><br>- Respond, in a purposeful and business-like manner, to one or more questions which ask the student to analyze their experiences in each of the developmental areas. | All students are asked to seriously consider their career related experiences. A brief class discussion and/or small group discussions may be used to introduce this topic.<br><br>The students should view the films "What Do We Look Like to Others" and "I Want to Work For Your Company" If these films have been viewed previously they should be reviewed and discussed.<br><br>Following a review of these films each student is asked to respond to a set of self-analysis questions prepared by the teacher. To help the teacher in preparing these questions a definition of each developmental area and sample questions for each area are attached to this sheet. | The teacher will need to generate class sets of questions.<br><br>These two films are available from Resource Services on Iowa Street. |

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## APPENDIX III

A. Self-analysis tools
B. Supplementary Activities

1. Life Career Game
2. Bulletin Board and Related Activities
3. Volunteer Work
4. Discussions and Debates

C. Resources

1. Films
2. Book and Pamphlets
3. Laboratory Supplies
4. Supplies Needed for Simulation
5. Games
6. Speakers
7. Forms

## Appendix - A

### Suggestions for Use of Self-Analysis Tools

A. There are two forms for self-analysis on the following pages. The first one is simple and complete in itself. The second one is MORE complex and time-consuming to administer. Its virtue is that it can be used by the student for comparison with trait profiles predictive of success according to the Dictionary of Occupational Titles (D. O. T.). Unless the teacher expects the students to become proficient in the use of the D.O.T., there would be no point in using it.

The questions are taken from Appendix B, Volume II, Third Edition 1965 of the D.O.T. A reading of the appendix will clarify the make-up of the questionaire. (Interest and temperaments were put first for psychological reasons). To use it in class would require discussing the questions carefully, item by item, until you are convinced the students have a grasp of the meanings of choices he is being asked to make. It could take two or three days. When it is finished, the student can construct a profile like those on pages 473, 230, etc. A sample with its interpretation is on page ____ in this guide. The students' profile can be used when, they explore the various careers.

## SELF-ANALYSIS QUIZ

Directions: Check the line closest to the statement that identifies you. If you are uncertain, check the middle space.

| | | |
|---|---|---|
| Make at least average grades | _____ _____ _____ | Make below average grades |
| Learn quickly | _____ _____ _____ | Learn slowly |
| Enjoy reading books, magazines, etc. | _____ _____ _____ | Enjoy reading comics |
| Like school and do extra work | _____ _____ _____ | Do only schoolwork that is necessary |
| Talk and write well | _____ _____ _____ | Talk and write poorly |
| Good planner and organizer | _____ _____ _____ | Poor planner and organizer |
| Like children | _____ _____ _____ | Dislike children |
| Patient with children's questions | _____ _____ _____ | Impatient with children's questions |
| Outgoing | _____ _____ _____ | Withdrawn |
| Popular | _____ _____ _____ | Not popular |
| Have large group of friends | _____ _____ _____ | A few close friends |
| Have confidence | _____ _____ _____ | Unsure around others |
| Give advice | _____ _____ _____ | Not asked for advice |
| Outspoken | _____ _____ _____ | Quiet |
| Sensitive to others | _____ _____ _____ | Insensitive to others |
| Trust people | _____ _____ _____ | Do not trust people |
| Volunteer | _____ _____ _____ | Do not volunteer |
| Pleasant personality | _____ _____ _____ | Do not have pleasant personality |
| Have a sense of humor | _____ _____ _____ | "Touchy" |
| Not prejudiced | _____ _____ _____ | Prejudiced |

FORM II
STUDENT SELF-ANALYSIS QUESTIONAIRS

This self-evaluation form is designed to give you a rough estimate of yourself at this time in your life measured in terms of what is known about the differences of needs, interests, temperaments and aptitudes that exist in human beings. It is important that you answer the questions as honestly as possible. There will be areas where you will see options you wish were true about yourself. Answer according to what IS true, AT THIS TIME. When you are finished, I will show you how to construct a comprehensive profile, or picture of yourself to use in exploring the various careers. This is for your personal use only.

The numbers, letters and abbrevations are from the Dictionary of Occupational Titles, about which you will learn more later on. At this point, don't be concerned about what they mean.

Directions: Circle, or fill in, the number or numbers, letter or letters following each statement that best fits you.

Interests:

The following interests are paired so that a positive preference for one implies a rejection of the other. Choose only one of a pair.

A. Activities dealing with things or objects..... 1.
or
Activities dealing with people and the communication of ideas... 6.

B. Activities involving buisness contact with people..... 2.
or
Activities of a scientific and technical nature ..... 7.

C. Activities of a routine, concrete, organized nature such as doing the same things the same way each time..... 3.
or
Activities of an abstract and creative nature, such as playing it by ear, making decisions, dreaming up new things and doing them..... 8.

D. Helping people, dealing with people and language in a social situattion such as teaching, selling, making people comfortable. 4.
or
Activities that are non-social in nature, and are carried out in relation to processes, machines and techniques such as working in a lab, running equipment, following direction..... 9.

E. Activities resulting in prestige or esteem of others..... 5.
or
Activities resulting in tangible, productive satisfaction..... 0.

Temperaments:

Choose up to 3 of the following occupational situations which best describe those which you feel you would function the most comfortably and effectively over a long period of time.

FORM II
STUDENT SELF-ANALYSIS QUESTIONAIRS

A. Variety of duties characterized by frequent changes ..... 1
B. Doing the same thing or things every day..... 2
C. Doing things only under specific instructions, allowing little or no room for independent action or judgment in working out job problems..... 3.
D. Direction, control, and planning of an entire activity or the activities of others..... 4.
E. Interacting with people in actual job duties..... 5.
F. Working alone and apart in physical isolation, although the activity may be integrated with that of others..... 6.
G. Influencing people in their opinions, attitudes or judgments about ideas or things..... 7.
H. Performing adequately under stress when confronted with the critical or unexpected or when taking risks such as ambulance attendants, surgeon, orderly..... 8.
I. Evaluating information against sensory or judgmental criteria such as sight, sound, feel, right, wrong..... 9.
J. Evaluating information against measurable or verifiable criteria such as length, weight, size, numbers, dates, etc..... 10.
K. Interpretation of feelings, ideas or facts in terms of personal viewpoint..... 11.
L. Precise attainment of set limits, tolerances, or standards ..... 12.

Physical Demands:

I am able and/or willing to work at a job that requires: (choose as many as pertain)

Mostly sitting down..... S
Walking or standing a lot, carrying up to 10 lbs, never more than 20 lbs; if sitting, pushing or pulling arm and/or leg controls.. L
Lifting or carrying 25 - 50 lbs..... M
Lifting or carrying 50 - 100 lbs..... H
Lifting or carrying 100 lbs or more..... 1
Climbing and/or balancing..... 2
Stooping, Kneeling, Crouching and/or crawling..... 3
Reaching, Handling, Fingering and/or Feeling..... 4
Much talking, careful listening or hearing..... 5
Seeing (clearly and with discrimination)..... 6

Traits:

GED. Grade average. For this section use your overall average for last year.

If your average was a solid A ..... 6
between A and B ..... 5 and 6
B ..... 5
between B and C ..... 4
C ..... 4 and 3
between C and D..... 3
D..... 2
F..... 1

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FORM II
STUDENT SELF-ANALYSIS QUESTIONAIRS

SVP. Training or education. Check not more than 2 of the following training or educational periods beyond high school that best fit your needs, interests and abilities.

| | | |
|---|---|---|
| 0-2 weeks..... | on the job training ..... | 1 |
| 1 month..... | ..... | 2 |
| 3 months ..... | Tech or Business school ..... | 3 |
| 6 months ..... | ..... | 4 |
| 1 year ..... | Junior College ..... | 5 |
| 2 years ..... | ..... | 6 |
| 4 years ..... | College ..... | 7 |
| 4-10 years ..... | Graduate work in Law ..... | 8 |
| more than 10 years | Medicine etc. ..... | 9 |

Aptitudes: Use these numbers to "grade" yourself relative to the following

Use these numbers to "grade" yourself relative to the following aptitudes:
1. Excellent 2. Good 3. Average 4. Poor 5. Not at all

D.O.T. CODE

G. Catch on quickly in every subject....._____
V. Read lots about different things. Comprehend well. Express myself in writing easily and well....._____
N. Can do arithmetic operations quickly and accurately....._____
S. Visualize objects in 3 dimensions with no difficulty....._____
P. Pick up critical differences and details in pictures and graphs....._____
Q. See and understand important details on written forms and lists. Pick out errors in typing, information, printing, etc. quickly....._____
K. Good large muscle coordination. Move with speed and accuracy _____
F. Use fingers to manipulate small objects quickly and accurately _____
M. Use hands well in placing and turning motions....._____
E. Coordinate hands, feet, eyes well....._____
C. Perceive similarities or differences in color and shading; recognize harmonious or contrasting colors....._____

Appendix B -- Supplementary Activities

1. Life Career Game

Designed for 6 to 600 players.
Six teenagers with differing abilities, temperaments, interests and family backgrounds go through the years from 10th grade to 8 years later. Choices and chance determine courses in High School, later education, jobs, leisure time, marriage and babies. Players plan in detail courses of action for their person. There are rewards and limitations for each decision. Computer designed, it gives a greater understanding of the labor market, educational market and marriage market as they operate in the U.S. Could be adapted specifically for Health Careers. Can be used in a variety of ways. Teacher should become familiar with game before used by students.

2. Bulletin Board

The exploration may assume an aura of remoteness in the course of 10 weeks. A counter balancing effect can be achieved by having students search current newspapers and magazines for NOW aspects, i.e, want-ads, legislation, research findings, etc.

An offshoot of this activity is encouraging the students to apply for positions that are open. Even professional ones. They can fill out the application forms (C-7) with appropriate schools, salaries, references, etc. that may become realities for them in the years ahead. It also serves to acquaint them with the kinds of things employers look for.

3. Volunteer Work

An invaluable exploration tool is that of working as a volunteer in an environment where one hopes someday to perform in a career capacity. As students interview health care personnel, they will find that many chose their careers as a direct result of volunteer activity. In an urban center such as Greater Cincinnati, the opportunities are almost limitless. Demands on students' time during the school year might well cause dismissal of any consideration; however, it can be pointed to as a possibility for summers and holidays. All the hospitals have Volunteer directors. Smaller neighborhood facilities can be located under Social Service organizations in the yellow pages of the telephone directory..

4. Discussion and Debate

In the course of exploring, it is inevitable that topics of universal concern relating to health care come up. Discussion should be encouraged and time allowed for debate. Some topics encountered during first year of field-testing:

Every American has a right to complete health care, unrelated to ability to pay.

Appendix B -- Supplementary Activities

Licensing of technicians is a capitalistic play to discriminate against those who can't afford costs of training.

Increased technology will drastically reduce the number of people needed to deliver health care.

Shortage of doctors demands that standards of career entry be changed.

The state should shoulder the costs of health care, including training of personnel.

Only exceptionally intelligent people should consider health careers.

Doctors are in it only for the money. (Doctors make all the money, so that's what I'll be)

## Appendix C -- Resources

1. Films

a. (C.P.S. Visual Aids)

2629 1. Health Careers #1 (28 min.) R. N. and L. P. N.
2630 2. Health Careers #2 (28 min.) X-Ray Technician, Occ. Therapist Dental Hygienist
2631 3. Health Careers #3 (28 min.) Physical Therapist, Medical Technician, Medical Records Librarian
2632 4. Health Careers #4 (28 min.) Dietician, Medical Social Worker, Pharmacist
5. Is a Career as a Technician for you? No catalog number

b. Modern Talking Pictures Service 9 Garfield Place 45202 Phone 397-2764

4232 1. The Surgeon (13 1/2 min.)
4399 2. Where it hurts (28 min.) Health Care
3291 3. The Search for Meaning (5 1/2 min.) Dietitics Career
2898 4. Toward the Victory of Health (14 1/2 min.) Dietitics Career
2286 5. Counter-attack (29 min.) Health Teams
4409 6. Code Blue (27.5 min.) Careers in medicine for minorities
4719 7. The Heritage of Operating Room "D" (27.5 min) History of Surgery
8. Journey of Ship Hope ( 28 min.) Teaching and delivering medical care in underdeveloped areas
9. LSD = Insight or Insanity? (28 min.) The Scientific and medical facts about the use of LSD

c. Health Careers Association of Greater Cincinnati, 2400 Reading Road, 45202 Phone 721-2915

1. Horizons Unlimited (28 min.) Overview of Health Careers
2. Careers in Medical Record Administration (25 min.) Filmstrip, record and tape
3. In a Medical Laboratory (28 min.)
4. I am a Doctor (28 min.)

Note: A pamphlet describing other films is available.

d. Hospital Care Corporation, 1361 Wm. H. Taft Road, 45206, 872-8463

1. Birth By Appointment (26 min.) Shows medical team delivering baby by Ceasarean Section

2. Books and Pamphlets

Dictionary of Occupational Titles 3 volumes 1965
U.S. Department of Labor
Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

## Appendix C -- Resources

Largo Desk-Top Career Kit
Careers, Inc.
Largo, Florida 33340

Careers and Occupations
Encyclopedia of Careers and Vocational Guidance
Vol 12
Doubleday and Co., Inc.
Garden City, New York

Career Opportunities - Health Technicians
J. G. Ferguson Publishing Co. (Doubleday and Co., Inc.)
Chicago, Illinois $11.95

Health Careers Guidebook
United States Department of Labor
Superintendent of Documents
U.S. Government Printing Office
Washington, D. C. 20402 $1.50

Concise Handbook of Occupations
Editors: Joan M. Costello and Rita Parsant Wolfson
J. G. Ferguson Publishing Co.
Chicago, Illinois $11.95

Horizons Unlimited
American Medical Association
535 North Dearborn Street
Chicago, Illinois 60610 $0.50

Occupational Outlook Quarterly
Spring 1973 Library

Career World Vol. 1. No. 8
Mid-April 1973

Occupational Outlook Handbook
U.S. Department Labor
Bureau of Labor Statistics
School Library

Supplementary Suggestions:
- History of Medicine
- Anatomy Textbook
- Histalogy Textbook
- Physiology Textbook
- Up-to-date dictionary

A wide variety of pamphlets are available from the Health Careers Association. A packet is available upon request. Phone 721-2915

3. Laboratory Supplies

There are many places where materials can be obtained. The following is given, primarily, as examples of quantities and prices:

Carolina Biological Supply Company
Burlington, North Carolina, 27215

70-4012 Introductory Blood Grouping Kit A
All materials necessary for complete typing of 30 individuals, including instructions $13.25

70-4070 Blood Smear Kit
All materials necessary to make 50 stained blood smears with complete instructions $6.75

76-6620 Sterigel Classroom Set
Instant medium and 40 Petri dishes, disposable bags and instructions $6.95

4. Items Students Will Need For Simulation

Forms:
300 Admissions
50 Patient Chart
50 Physicians Report
100 Lab Tests Report
20 X-Ray Report
50 Prescription

Office Supplies:
Typewriter
Carbon Paper
150 Manila Folders
150 Stick-on labels
3 Boxes for Folders
300 3 x 5 cards

Nurses and Physician Supplies:

Thermometer with container
Stethascope
Sphygmomanometer
Reflex hammer
Calibrated medicine glasses
Calibrated medicine dropper
Small pitcher for water
Drinking straws

Pharmacist:

10 100 ml. bottles Food coloring
10 ml. graduated cylinders
10 liter bottles

Appendix C -- Resources

Laboratory Services:

1 Blood Smear Kit
1 Blood Typing Kit
1 Sterigel Kit or
24 Petri dishes and agar
Skelton, Human
Old X-rays

5. Games:

Life Career Game (see B-1)
Western Publishing Co.
School and Library Department
850 Third Avenue
New York, New York
Cost: $35.00

The Board of Education has one set. Contact Career Education Coordinator.

6. Speakers

a. The Health Careers Association serves as a coordinating Agency for speakers in every area of health care. Names will be provided as requested.

b. Friends and relatives of both students and teachers are another source. The conference telephone can be used in cases where people are not available to come to the school, but can spare some time during coffee breaks, etc.

c. The school's career education building coordinator will have names of persons and institutions who have expressed a willingness to become involved.

d. Other sources:

Dental Society of Greater Cincinnati
American Cancer Society
Alcoholics Anonymous
Sickle Cell Anemia Foundation
Army Reserve 311th. Station Hospital,
Sgt. Colletta 771-4740 (has expressed interest)

7. Forms

a. Career Analysis
b. Career Profile Comparisons
c. Worker Trait Profile
d. Job Application

a.

## Career Analysis

NAME OF CAREER _____

A. Preparation

1. Briefly describe in the space below the main duties of this career.

2. What personality traits are important to this career?

Does this job require you to work with your hands? If so, how?

4. What high school subjects are important to this career?

5. How many years of training does this career require?

6. Does this career require special licensing?

B. Availability

1. Is the career for men, women, or both?

2. Are the job opportunities in this field increasing, decreasing, or remaining the same?

3. What was the average length of time a person stays in this career?

C. Advantage

1. What days of the week would you have to work in order to have this job?

2. Would you have to work on shifts?

3. What would be your expected salary range?

4. Would you make more money in a government agency or private health care agencies?

5. Would travel opportunities be open to you in this career?

6. Is on the job training required and/or provided?

7. Is there any financial aid available to you to help you pay for this training?

8. With this training, will you be able to get a job?

D. Summary

1. What part of this career was most pleasing to you?

2. Where would you write for more information about this career?

b.

Career Profile Comparisons

| OBJECTIVES | ACTIVITIES | | | | | | RESOURCES |
|---|---|---|---|---|---|---|---|
| | 1. | 2. | 3. | 4. | 5. | 6. | |
| Training | | | | | | | |
| Costs | | | | | | | |
| Salary | | | | | | | |
| Hours (#) work | | | | | | | |
| Advancement | | | | | | | |
| Supervise | | | | | | | |
| Follow directions | | | | | | | |
| Different every day | | | | | | | |
| Same every day | | | | | | | |
| Decisions under stress | | | | | | | |
| Teaching | | | | | | | |
| Reading, Learning | | | | | | | |
| Judging | | | | | | | |
| Math | | | | | | | |
| Records | | | | | | | |

c.

Self Analysis Profile

and

Worker Trait Profile

| OBJECTIVES | ACTIVITIES | RESOURCES |
|---|---|---|
| | GEC<br>SVP<br>Apt. GVN SPQ KFM EC<br>Interests<br>Temp.<br>Phys. Dem. | |

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d. Job Application Form Date _____

Position Desired _____

Name _____ Social Security # - - - - - - - -
Last First Middle Initial

Address _____ Phone _____
Number and Street

_____ Birth Date _____
City State Zip

Birth Place _____

Marital Status: M__ S__ W__ D__ # Children _____

Ages _____

EMPLOYMENT RECORD List the last three jobs you have held, beginning with the most recent.

| Employer | Address | Position Held | Salary | Dates | Reason Quit |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |

EDUCATIONAL RECORD

| Institution | Location | Yrs. Att. | Dip/Dgr | Major | Grade Av. |
|---|---|---|---|---|---|
| H.S. | | | | | |
| | | | | | |
| | | | | | |

PROFESSIONAL OR BUSINESS REFERENCES Give the name of at least three persons who have been associated with you on the job and can vouch for the quality of your job performance.

| Name | Address (Business) | Position |
|---|---|---|
| | | |
| | | |
| | | |

PERSONAL REFERENCES Give the names of at least three persons who can be contacted for character references. Do not include relatives.

| Name | Address | Employment | Time Known |
|---|---|---|---|
| | | | |
| | | | |
| | | | |

Professional Organizations to which you belong:

| Name | Position(s) held | Years |
|---|---|---|

Educational or professional honors or awards:

| Name of award | Source | Year |
|---|---|---|

Person to notify in case of emergency:

| Name | Phone # | relationship |
|---|---|---|

How many days of work have you missed because of illness in the past 2 years?____
How many hours weekly do you expect to work? _____. What salary do you expect? _____. Are you willing to work overtime or weekends? _____. Can you travel? _____. Do you drive? _____.

Have you ever been found guilty of any civil or criminal violation other than illegal parking or speeding?_____. If "yes", give violation, sentence and date below. If you are now on probation, give the name of your probation officer.

Additional remarks: Give any additional information which you think may enable us to consider the desirability of choosing you for this position.